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### **Quality improvement management of private islamic religious education through empowerment of educational personnel**

#### **(Study at the Operators Forum of Islamic Religious Colleges in Kopertais Region II West Java)**

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##### **Abstract**

This research is motivated by the low quality of Private Islamic Religious Colleges (PTKIS) in West Java. This can be seen from governance, accreditation of study programs and institutions, functional positions of lecturers, outputs and achievements of the tri dharma of tertiary institutions and the still low empowerment of educational staff. The general aim of this research is to find out the management of improving the quality of private Islamic religious higher education institutions in West Java through empowering educational staff. While the specific objectives of the research are to find out: (1) planning, (2)

organizing, (3) implementing, (4) evaluating, (5) inhibiting, and (6) solutions to improve the quality of Private Islamic Religious Colleges in West Java through empowerment educational staff. This research is based on grand theory, namely management theory, middle range theory, namely quality theory, and operational theory, namely empowerment theory. The approach used is a qualitative approach and the method used is descriptive method. Data collection techniques were carried out through interviews, observation and documentation studies. Sources of research data consist of foundations, PTKIS leaders, lecturers, and educational staff. The results showed that improving the quality of Islamic Religious Colleges in West Java through empowering educational staff had been carried out in the form of appointing education staff to work units according to the needs of PTKIS, but the empowerment was not optimal and was only incidental. The conclusions of the research are: (1) the planning for the empowerment of educational staff is planned in the Strategic Plan, RIP, and SOP, (2) the organization includes the existence of a staff organization structure in each PTKIS and the existence of forums such as the West Java Islamic Higher Education Operators Forum (FORPTI). ; (3) implementation is carried out through training programs, workshops, and improving the qualifications of educational staff; (4) the evaluation is carried out from the input, process and output performance of the education staff; (5) inhibiting factors include the limited funds allocated for the development of training, frequent changes to training, lack of leadership supervision, lack of information on improving the quality of training and the not optimal development of Kopertais; 6) solutions to overcome obstacles to improving the quality of PTKIS through empowering educational staff, including increasing the welfare of educational staff, providing work facilities, increasing educational qualifications and promoting to become permanent lecturers.

### **Keywords**

management, quality, Private Islamic Religious College, educational staff

### **A. Introduction**

Universities in the National Education System have a responsibility to educate the life of the nation and realize the vision of Indonesia 2030, namely creating an advanced, prosperous, independent and highly competitive society. This responsibility was born because of the increasingly complex demands of society in the face of competitiveness. Communities that have high competitiveness in the international arena need the support of universities to produce quality graduates and quality research results that are useful in solving various humanitarian problems. The advantage of tertiary institutions compared to other levels of education is that tertiary institutions have the Tri Dharma of Higher Education which includes education, research and community service as an integral part, as well as its pillars and existence. It cannot be denied that in modern society, higher education is a center for the development of science and technology as well as a center for community service. Through these three dharma, tertiary institutions can contribute to the dynamics of community development at the local,

national and even international levels.

With regard to improving the quality of tertiary institutions, both the quality of input - process and output and outcome, one of the important elements is lecturers. As teaching staff in tertiary institutions, lecturers have a dual role, namely as a teacher on the one hand and a researcher on the other. The success of a lecturer as a teaching subject is largely determined by the performance of the lecturer personally (individual quality) and institutionally. In the field of research, apart from being expected to produce research products, lecturers are also required to produce quality graduates (S1) and highly capable research staff (S2, S3).

As educators, lecturers are not only obliged to transform their knowledge, but are also required to conduct research in order to enrich the knowledge they teach, and at the same time respond to various problems related to science and technology as well as social issues. One of the keys to efforts to increase the competitiveness of Islamic tertiary institutions is to improve the research quality of PTKI lecturers. It should be realized that the measure of the quality of a tertiary institution is the quality of its lecturers. With good quality lecturers, the learning process can take place in a quality manner, which in turn leads to quality output as well. Of course you can imagine if a university has low quality lecturers. Thus, it is actually realized that the existence of lecturers who have good qualifications is a must for universities that aspire to achieve competitive advantage.

But in reality, there are still many lecturers who are reluctant to do research even though it is really needed, both for the personal interests of the lecturers as well as for the community and the business world. This condition is partly due to several reasons, including low interest in conducting research, limited research facilities and infrastructure, unsupported funds, lack of facilitation from the government or institutions, or because lecturers do not have proper research skills. Apart from lecturers, an important component in improving the quality of tertiary institutions is the educational staff. Education staff is a profession that is closely related to the world of education. This is stated in Article 1 of Law no. 20 of 2003 concerning the Education System. In this law it is stated that educational staff are members of the community who are devoted to and appointed to support the implementation of education. Education personnel have a broader scope of profession, which also includes teaching staff.

The relationship between lecturers and educational staff in the world of higher education is very close. Lecturers who will deal directly with students, but they still need support from other education staff, so that they can carry out their duties properly. Because educators will experience difficulties in carrying out their duties if they are in an empty context, there are no clear rules, not supported by adequate infrastructure, not equipped with library services and facilities and other supporting learning resources. That's why educators and education staff have an equally important role and position in the context of providing education (learning). Because of that, basically both educators and educational staff have the same roles and tasks, namely carrying out various activities that lead to the creation of ease

and success in learning. Along with the government's policy to make higher education based on research in realizing a world class university, the management of educational staff resources is a must to improve the quality of tertiary institutions. This is because the quality of tertiary institutions is largely determined by the collective quality of the academic community, of course the lecturers and education staff are involved. Higher education institutions that cannot maintain their quality will lose out in global competition.

The empirical condition shows that there are not a few tertiary institutions that are not aware that the teaching staff profession, like the teaching profession, also needs to be continuously developed. There are still many tertiary institutions that still have the notion that the task of education staff is only to help prepare lecturer assignments. All activities carried out by educational staff lead to successful learning experienced by their students. Various forms of administrative services carried out by administrators are carried out in order to support the smooth running of the learning process carried out by lecturers; management and development processes as well as other technical services carried out by lecturers also encourage quality and effective learning processes. To improve the performance of tertiary institutions in implementing the tri dharma, the involvement of various parties is needed, including leaders, lecturers and education staff as well as the role of the government. Efforts to realize research-based higher education institutions, empirically, have not been implemented optimally in higher education institutions in Indonesia. Statistical data shows that Indonesian scientific publications at the international level are still in 40th place out of the total scientific publications from around the world. Meanwhile Malaysia is in 29th position and Singapore is in 34th position. (Source: <http://scimagojr.com/countryrank.php> accessed 2022).

One of the keys to increasing the competitiveness of Islamic tertiary institutions, especially those managed by the public (private sector), is improving the quality of PTKIS. The measure of the quality of a tertiary institution is indicated by the quality of education, research, community service, lecturers, students, alumni and infrastructure. With good PTKIS quality, the learning process can take place in a quality manner, which in turn leads to quality output as well. Facing the global challenges currently faced by universities in Indonesia, it is time for PTKIS to highlight academic expectations. In the PTKIS environment, awareness needs to be built that turning private Islamic Religious Colleges into academic institutions is more important than just maintaining PTKIS as a religious or da'wah institution. In this regard, empowering educational staff is an integral part.

The importance of improving the quality of private Islamic religious tertiary institutions in the West Java Kopertais II environment is due to several reasons, including: *First*, the number of Islamic Religious Colleges in the West Java Kopertais II environment is very large. Based on data from West Java Kopertais II there are 161 tertiary institutions (including the Faculty of Islamic Religion at PTU) as shown in the following table:

Table 1.1: Type and Number of PTKIS in West Java Kopertais II

No	Jenis PTKI	Jumlah
(1)	(2)	(3)
1	University	0
2	Institute	9
3	High School	141
4	Faculty of Islamic Education	12
	Total	162

Source: Kopertais II West Java, 2022

Most of these universities are under the management of foundations and some are affiliated with certain religious organizations, such as Nahdlatul Ulama (NU), Muhammadiyah, Islamic Association (Persis), Islamic Community Association (PUI), Mathlaul Anwar (MA), and Al-Khaeriyat. The strong structural role of religious organizations in the educational environment, the strong kinship system, and the frequent dualism of ownership that hinders organizational development.

*Second*, the low performance of lecturers, especially in the field of research. It often happens that research results are only used to decorate libraries, placed on shelves and never read by lecturers, students, let alone the general public. In other words, it means redundant (useless). Conversely, if the research results can be used by scientists, then the research is beneficial for the development of science and society. So that the measure of research success rests on two acknowledgments, namely from the wider community, and from academics themselves, namely fellow researchers who are recognized as valid, new and sharp findings. The low quality of PTKI research empirically can be seen from several indicators, namely: 1) research results are not widely used by the community and are generally repeated, so there is no significant progress, 2) existing research is still dominated by literary and normative research styles, it is still rarely empirical-realistic in nature, so it is less relevant to the actual problems being faced by society. It is not uncommon, for example, when the Islamic community is being accused of being terrorists, while the research being carried out raises issues about Arabic literature or debates about Mu'tazilah thinking, and so on; 3) the lack of human resources for research lecturers at PTKI, and 4) the lack of attention from PTKI leaders to issues related to research.

The productivity of PTKIS lecturers in producing scientific work is still low. As stated by Trisnaningsih (2011), the role of the lecturer besides being a teacher is also as a researcher and disseminator of information. This means that lecturer achievement is also determined by the number of papers presented at seminars, writing articles in scientific journals and compiling quality books. In addition, lecturers need to have the ability to think logically and critically, master research principles and methods and be able to communicate research results. Thus lecturers must always be responsive to scientific, technological and social developments. As it is understood that expectations for PTKI can actually be

categorized into two groups, namely social expectations and academic expectations. After going on for more than five decades, with various changes both at the national and global levels, it appears that social expectations are stronger than academic expectations. Even though both of them are one unit that PTKI wants to realize (Rahim, 2008).

*Third*, limited funds. The classic problem that is often experienced in improving the quality of PTKIS human resources is limited funds. The limited funding of PTKIS is also evident when compared to PTU. So far, PTKIS has struggled to develop the institution, which is mostly sourced from student funds, so that more funds are absorbed for operations and pay less attention to the development of its human resource aspects.

*Fourth*, the empowerment of educational staff is not optimal. Most of West Java PTKIS II are still not optimal in empowering education staff. The leadership of PTKIS believes that the task of educational staff is only to support the implementation of higher education tasks. This is still found, among other things, in the presence of some educational staff who do not yet have an undergraduate education qualification (S1) in accordance with their respective fields of work. When viewed from its main task, ideally educational staff with bachelor's degree qualifications to support performance so that they are more productive and innovative in carrying out their duties. The performance of educational staff is the ability to carry out the work or tasks that are owned by educational staff in completing a job. Performance or performance can be interpreted as work presentation, work implementation, work achievement, work results or work performance. Performance is the result or output of a process. This condition is influenced by many factors (internal and external). Internal factors depart from within the lecturer concerned, such as; commitment, responsibility, caring, discipline, responsibility, honesty, adherence to principles, creativity, interest, intrinsic motivation and so on. External factors depart from the stimulus offered to educational staff such as; positions, rewards, awards, prestige, and so on.

*Fifth*, the regeneration of educational staff is still low. Recruitment of young educational staff is still rarely carried out by PTKIS. This condition is shown in several fields of work which are still controlled by educational staff who are no longer productive. This causes a tendency towards activities that are bureaucratic and administrative in nature, and many ignore the real conditions faced by tertiary institutions, which of course are influenced by various factors, such as; educational regulation, education management, culture, commitment, social reality, and others which are currently more likely to be based on information technology. In this regard, this research will explore in depth the quality improvement management of educational staff so that they are expected to be able to prepare professional future education staff according to the demands of education reform which are currently rolling out.

The position of this study is on the management of improving the quality of lecturers in Private Islamic Religious Higher Education in West Java, because in a

higher education environment, demands for the quality of lecturers are a natural phenomenon, because the implementation of quality education is public accountability. Meanwhile, lecturers are an important component of providing quality education because it will have an impact on the graduates produced by these educational institutions which will have an impact on society.

## **B. Literature review**

### **1. Management**

Terry (1977:6) explains that, "Management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish stated objectives by the use of human being and other resources". Management is defined as a distinct process, consisting of planning, organizing, actuating, and controlling actions carried out to determine and achieve predetermined goals through the utilization of human resources and other sources. In other words, in management there are special activities that are part of the management process. The activity in question is carried out to achieve predetermined goals and its implementation takes place with human assistance and other resources.

Management is a unique process, which consists of the following actions: planning, organizing, actuating and controlling, which are carried out to determine and achieve the goals that have been set through the use of human resources and other sources. Stoner (1982:8) defines "management is the process of planning, organizing, leading and controlling the efforts of organizing members and of using all other organizational resources to achieve stated organizational goals". Stoner gives the notion of management as the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational human resources in order to achieve organizational goals that have been set. That means, management is also interpreted as a process not only art.

### **2. Quality Management**

The quality management that is used as the basis for this research is the Total Quality Management (TQM) model by Creech (1996: 7) which defines TQM as "a total approach to put quality in every aspect of management" (a comprehensive approach to put quality in every aspect of management). ). According to Bill Creech there are five pillars that must be carried out in TQM as TQM principles. The five pillars are the consequences behind the success of integrated quality management namely product, process, organization, leader and commitment.

Integrated quality or also called Total Quality Management (TQM) is defined from three words, namely: Total (overall), Quality (quality, degree/level of excellence of goods or services), Management (action, art, control and direction).



Quality has three principles, namely: (a) Focus on customers. Quality is based on the concept that everyone has customers and that the needs and expectations of customers must be met at all times if the organization or company as a whole is to satisfy the needs of external customers (buyers); (b) process improvement; The concept of continuous improvement is formed based on the premise of a series (sequence) of activity steps related to producing outputs such as products in the form of goods and services. Continuous attention to each step in the work process is essential to reduce the variance of output and improve reliability. The first goal of continuous improvement is process reliability, in the sense that it can be produced at any time without minimized variation. If variation has been kept to a minimum and the results are not acceptable, the second goal of process improvement is to redesign the process to produce output that better meets customer needs, so that customers are satisfied; (c) total engagement; This approach begins with active senior management leadership and includes efforts to harness the talents of all employees in an organization to achieve a competitive advantage in the market entered. Employees at all levels are empowered or empowered to improve output through cooperation in a new flexible work structure to solve problems, improve processes and satisfy customers. Suppliers are also involved and from time to time become partners through cooperation with employees who have been given the authority or power that can benefit the organization or company. At the same time the involvement of the leadership in collaboration with employees who have been given the power.

### **3. Empowerment**

Empowerment as a process that gives or transfers power, strength or ability and empowerment through the provision of stimulation, encouragement or motivation to individuals is in line with the four empowerment processes described by Kindervatter (1979:151-152). Kindervatter outlines four empowerment processes which include (a) community organization, (b) self-management and collaboration, (c) participatory approach, and (d) education for justice. justice, each of which has its own characteristics. The general pattern which is one of the dimensions in the empowerment process shows the realization of the two trends described above. The first tendency to transfer strength, power or ability is seen in the empowerment approach through community organizing, participatory approaches, and self-management and collaboration. Meanwhile, the second tendency in the form of giving encouragement appears in the empowerment process with an educational approach to justice.

Kindervatter (1979:13) defines empowerment as "people gaining an understanding of and control over social, economic, and/or political forces in order to improve their standing in society." Meanwhile Erben, Franzkowiak & Wenzel (2000: 180) mention empowerment as a process that refers to "social interaction of individuals and social, which aims at enabling people to enhance their individual and collective skills and the scope and range of controlling their lives in a given



community. From the various definitions of empowerment studied, Erben, Franzkowiak & Wenzel (2000: 180) mentions that there are common elements in various definitions of empowerment, namely: (a) Empowerment aims to improve individual and collective skills to regain control over living and working conditions and their impact on well-being; (b) Empowerment is the goal and means of community organizing; (c) Empowerment refers to an ongoing process of enabling individuals and groups to take part in collective action.

The concept of empowerment is generally related to the concepts of independence and participation. Empowerment, namely the condition after this empowerment can appear at the individual level and social level. Moulton (1997:13-14) shows that empowerment is similar to independence (autonomy). Meanwhile, Streeten (2002:2) shows that empowerment can be built through participation so that groups of people who are poor, powerless, weak or marginalized have the ability to make decisions for themselves. In the view of Pranarka and Moeljaro (in Prijono and Pranarka, 1996:56) basically the concept of empowerment was born based on the idea that places humans more as subjects of their own world. Because of being a subject, humans must be independent and have the ability to participate.

### **C. Research methods**

This study uses a qualitative approach. A qualitative approach is an empirical study in which data is collected and presented not in the form of numbers, but in narrative form. The reason for using this approach is because the problem under study is within the scope of behavioral sciences in the form of lecturer performance. This research is directed to obtain a natural, comprehensive and complete description of improving the quality of private Islamic Religious Colleges in West Java through empowering educational staff.

The method used is descriptive analytical method, in which the researcher will describe and then analyze in depth the research findings. In line with this method, the following steps were taken: first, selecting and determining the research location. Second, researchers try to enter the field by first establishing formal and informal relations with the parties concerned. Third, identify informants. Fourth, record everything that happens at the research location based on documents, observations and interviews. Recording is done as it is and immediately after an activity takes place.

Data collection techniques are carried out through observation, interviews and documentation studies. Data analysis is carried out in a process, the process means that the implementation has started since data collection and is carried out intensively, that is, after leaving the field, the work of analyzing data requires efforts to focus attention and direct the physical and mental energy of researchers, and in addition to analyzing data researchers also need to explore literature to confirm or justify new theories that may be found. In qualitative research, a lot of data is collected and consists of field notes and comments from researchers,

pictures, photographs, documents in the form of reports, biographies, articles and so on. The work of data analysis in this case is to organize, sort, classify, code and categorize it. Organizing and managing the data aims to find themes and working hypotheses which eventually become substantive theories.

In this study the authors analyzed the data according to the method proposed by Nasution (1996), namely: data reduction, data display and drawing conclusions or verification. Data reduction is making abstractions or summarizing data in a more systematic report that focuses on core or important things. The reduced data will provide a sharper picture of the observations and also make it easier for researchers to retrieve the data obtained when needed. Data display is done to make it easier to see the overall research picture or certain parts of the research results. Display data can be presented in various matrices, traffic, network charts or in the form of images. Conclusion or verification is an attempt to find meaning from the data collected and verified during the research.

## **D. Result and discussion**

### **1. Planning for Improving the Quality of PTKIS through Empowering Education Personnel**

In the planning aspect, planning for improving the quality of PTKIS has been planned by establishing the vision, mission, goals and achievement strategies to be pursued by each tertiary institution. The formulation of the vision and mission has described the direction and focus of the higher education institution. The preparation of the vision, mission, goals and strategies pursued by the tertiary institution is also an illustration of what is to be achieved in the future, especially in relation to the implementation of the tridharma of higher education. Strategies related to improving the quality of lecturers have also been included in the Strategic Plan (Renstra) of Higher Education, including the Master Plan for Development of Higher Education, and the Operational Plan of each tertiary institution.

On the basis of the vision, mission, goals and strategies contained in the Strategic Plan of each PTKIS, innovative and inspiring planning steps are then prepared in the management of various higher education activities in the context of carrying out the tridharma of higher education, namely education, research and community service. to society. The existence of planning is also an effort to make arrangements for steps to be taken through the preparation of policies and strategic programs, especially related to the implementation of PTKIS quality improvement such as encouraging and facilitating the creativity and innovation of lecturers to produce works that are useful for society, improve the quality of research, community service , lecturers' scientific publications and lecturers' involvement in various programs funded by universities and by outsiders as well as increasing empowerment for education staff.

Long-term program planning is carried out every five years, but reviews of these plans have started to be carried out every year. On the other hand, evaluation

of study program performance is carried out at the beginning of each semester and is accumulated in one year. The planning process involves all levels within the PTKIS environment. Although in tertiary institutions there have been plans related to the implementation of PTKIS quality improvement, the implementation has not involved many parties related to PTKIS quality improvement efforts. At the universities studied, the planning process is still mostly initiated by leaders or officials within the PT. External parties such as associations, operator forums and Kopertais Region II West Java as coaches have not been maximally involved.

In general, related to PTKIS quality planning, the preparation of a PTKIS quality improvement program is one of the essential components of an education system in tertiary institutions. The role, duties and responsibilities of PTKIS are very important in realizing National Education, namely educating the life of the nation, improving human quality, including the quality of faith and piety. The preparation of the PTKIS quality improvement program was based on several policies, including government policies in the form of: Law no. 20 of 2005 concerning the National Education System, Law no. 12 of 2012 concerning Higher Education, Law no. 14 of 2005 concerning Teachers and Lecturers, Government Regulation no. 19 of 2005 concerning National Education Standards, and various references that are used as references both nationally and in the internal environment of higher education.

PTKIS quality planning is also guided by the work plan of the Ministry of Religion of the Republic of Indonesia, one of which is the development of religious moderation. Related to this, PTKIS in West Java builds a spirit of Moderation in religion which is interpreted as an endeavor and a dynamic process of efforts to build perspectives, attitudes, and religious practices in the life of the academic community. This is necessary because of the reality because in general the PTKIS academic community comes from different circles so that they face many challenges in order to strengthen a harmonious life order. Internal policies related to improving the quality of PTKIS include the existence of Higher Education Statutes, Higher Education Strategic Plans, Higher Education Development Master Plans, Higher Education Operational Plans, Research and Community Service Master Plans and various internal regulations that apply within the tertiary institution.

PTKIS quality improvement planning strategy is actually an integral part of the higher education development program in general. The success of the program will affect the quality of the tertiary institution itself. These programs need to be implemented regularly and continuously so that high-quality lecturers are truly created and able to drive higher education progress. The implementation strategy for improving the quality of PTKIS is based on the results of an analysis of the quality needs of graduates by the quality assurance agency, because the results of the analysis have an impact on the demands for increasing the competence of education staff. At PTKIS there is already a quality assurance institution, which has the function of reviewing, analyzing and providing input on improving the quality

of educational staff for each PT, Study Program and implementing units at each tertiary institution.

## **2. Organizing Quality Improvement of PTKIS through Empowering Education Personnel**

In the organizational aspect, PTKIS has adequate management resources to implement PTKIS quality improvement. Structurally, the PTKIS organization consists of the Chair, Assistant Chair, Senate, Heads of Study Programs, Head of the Community Service Institute and Head of the Quality Assurance Agency, where each has responsibilities that support organizational performance. Organizing is intended to carry out common goals systematically and systemically. Higher education has an adequate management organizational structure. It's just that in practice it takes optimization and functionalization as expected. Although in general organizing the quality improvement of PTKIS is the responsibility of the university leadership, it is to focus more on the performance of all components in PTKIS.

In relation to improving the quality of PTKIS, LPM has the duty to carry out, coordinate, monitor, assess the implementation of research, study, development and community service activities organized by each PTKIS lecturer both internally and externally. LPM is also tasked with participating in controlling the resources needed in conducting research, development and community service and publishing it. The institutional quality assurance agency has the function of planning, evaluating, coordinating and monitoring quality assurance activities at the institutional level. The Quality Assurance Institute is in charge of carrying out monitoring of the performance of the academic community in the fields of education, research and community service, as well as implementing an internal quality auditor process so that it can measure the quality of PTKIS.

## **4. Implementation of Quality Improvement Through Empowerment of Education Personnel**

In general, the implementation of improving the quality of PTKIS has been going according to their respective programs with reference to the vision, mission and objectives set out in the Strategic Plan of each PTKIS. In particular, the PTKIS quality improvement program, among others, is carried out through various channels, including institutional and tutoring arrangements, lecturer and student development, lecturer and student training, seminars, workshops, symposiums, conducting research and community service as well as providing motivation to continue higher education. masters level for students and doctoral degrees for lecturers.

Efforts to improve the quality of human resources for education staff include: 1) implementation of the study permit program. The study permit program for tertiary education staff provides permission to attend undergraduate and postgraduate courses while still being given the opportunity to work on their

respective campuses. This model is the most chosen by PTKIS. There are several educational staff who obtain study permits at tertiary institutions, both public and private, namely at the undergraduate and postgraduate levels so that the education staff concerned is able to improve their competence. Study permits are also easier to apply and do not become a burden on the institution in financing them. 2) provide opportunities for educational staff to attend various trainings to improve their competence. Workshops and training are very useful for improving the performance of education staff in carrying out work.

At the implementation level, various PTKIS quality improvement strategies depend on the methods and objectives to be achieved in the PTKIS quality improvement process. However, given the limited funds and limited resources, not all strategies were implemented, only a few, including through study permits, workshops and training. Apart from the efforts of the universities themselves, the implementation of PTKIS quality improvement also involves Kopertais Region II West Java, such as in the case of submitting lecturer functional positions and the lecturer certification program. So far, higher education institutions have submitted credit scores for functional positions to Kopertais in order to improve the quality of lecturers. Meanwhile, the implementation of lecturer certification also involves Kopertais, because its function is as a coordinator that will forward PTKIS proposals to the Ministry of Religion.

## **5. Evaluation of Quality Improvement through the Empowerment of Education Personnel**

Evaluation of the quality improvement of the universities studied was carried out in the form of internal and external evaluations. Internal evaluation is carried out to monitor coaching activities starting from planning, implementing, and reporting the results of improving the quality of PTKIS. Internal evaluation is carried out by the High School Principal. Aside from being an evaluation party, educational staff are also the object of evaluation. Their performance as educational staff is also assessed for improvement or rewarded in the form of material awards. Activities that are evaluated mainly relate to the ability and mastery of the work field, as well as other competencies to improve performance. Meanwhile, external evaluation is carried out through monitoring and evaluation by Kopertais Region II West Java. Monitoring and evaluation activities are routinely carried out by Kopertais Region II every year. During the visit, the Kopertais provided guidance and direction to education staff and informed various policies related to the development of higher education institutions, especially those concerning institutional administration.

For lecturers, evaluation is carried out through BKD assessments (Lecturer Performance Load) and Lecturer Performance Reports (LKD) for lecturers who have already obtained certification. BKD/LKD reports are the obligation of every certification lecturer to the Ministry of Religion through Kopertais Region II West Java. Based on the BKD/LKD report, it can be evaluated which components need

to be improved in order to improve the quality of lecturers. For lecturers who receive research and community service grants from the Ministry of Religion, the evaluation process is also carried out through the obligation to compile reports on academic accountability and financial accountability from research and community service activities that have been carried out by the PTKIS lecturers studied. In addition to academic reports and use of fees, reports are also indicated by the obligation to include research results and community service in reputable national and international journals. For education staff, every year Kopertais gives appreciation in the form of awards to education staff who are timely in providing reports on both PDDIKTI and EMIS within PTKIS West Java. This award is usually given at the West Java PTKIS Coordination Meeting.

## **6. Obstacles to Improving the Quality of Private Islamic Religious Universities in West Java**

There are still quite a lot of obstacles to improving the quality of PTKIS lecturers in West Java, both in terms of institutions and human resources. Problems that are internal in the PTKIS environment in general are institutional problems in the form of not optimal communication and joint commitment between the Foundation and the ranks of PTKIS. Limited free time, and time conflicts are the inhibiting factors in communication between the Foundation and PTKIS leaders. In addition, the work of the Higher Education Senate and Daily Organizing Body has not been effective. The duties of the higher education senate include formulating tertiary academic policies, compiling policies on evaluating achievement, skills, and the personality of the academic community, formulating regulations implementing academic freedom, freedom of academic forums, and higher education scientific autonomy, formulating norms and benchmarks that must be carried out by academic community.

In the academic aspect, PTKIS in general do not yet have an academic culture that is conducive to scientific discourse. This is marked, for example, by the not yet maximal tradition of scientific activities such as discussions, workshops, seminars, symposiums, scientific writing competitions and other scientific and scientific activities. In addition, PTKIS does not yet have an Academic Team (microteaching) that pays serious attention to the preparation of educational curricula and syllabus. As a result, the issue of educational curriculum and syllabus is a separate problem. This condition is a weak factor and an obstacle to the dynamics of PTKIS progress in the aspect of academic development.

Lack of financial support from institutions for human resources at PTKIS who will continue their education. So far, institutions have not fully provided support, for example in the form of scholarships to continue their education. In general, lecturers and education staff spend a lot of their own money to continue their education. During this time to obtain scholarships from the government as well as to continue their education is very difficult. Lecturers and education staff generally pay their own way to attend further education. One of the internal problems faced

by the organization is management that is not well structured so that there is no clear division of tasks between the chairman, secretary, and so on. To anticipate this, it is necessary to have a systematic and non-overlapping division of labor to avoid redundant roles and provide opportunities for other members to participate actively.

Another inhibiting factor is the absence of a special program or priority program for improving the quality of PTKIS, there is no ongoing training program to support the tri dharma activities of higher education, namely for the implementation of education and teaching, for research and for community service. From the external side, the guidance carried out by Kopertais for PTKIS is also not optimal. So far, the implementation of coaching is still mostly carried out specifically at the level of higher education leaders. Programs that directly come into contact with lecturers are rarely implemented, such as journal writing training, curriculum development workshops and so on.

Special programs for lecturers and education staff that are being developed are the deepening and development of material and the development of the field of knowledge being taught (quality improvement) as well as methods or methods of delivery (pedagogic competence). To increase the depth of scientific material and delivery methods, various academic activities are carried out in the form of non-continuous temporary training (maximum time of one week), seminars, workshops, symposiums, lectures presenting experts, comparative studies in addition to providing books and journals to the public. lecturer at the library.

## **7. Quality Improvement Solutions through the Empowerment of Education Personnel**

There are several factors that support improving the quality of PTKIS in West Java. The main support is the availability of opportunities for institutional development. Policies implemented by PTKIS include (1) facilitating Study Programs to carry out periodic planning, (2) preparing education funds to provide motivation to lecturers and education staff in increasing qualification levels, (3) implementing regulations for lecturers and education staff who those who will carry out the learning process must first take a level according to their level, (4) establish a Quality Assurance Institution (LPM) which functions as supervision and evaluation referring to the ten National Education Standards, (5) there is a policy from DIKTIS to provide opportunities for human resources human beings who will increase the qualifications.

On the education staff side, some of the solutions implemented by PTKIS include involving education staff in various trainings, especially regarding improving PDDIKTI and EMIS reporting. On the other hand, PTKIS also took the initiative to increase the salaries of educational staff and provide opportunities for them to improve their educational qualifications. On the other hand, the provision of facilities and infrastructure for educational staff is also prepared by PTKIS to support their performance.



## **E. Conclusion**

Based on the results of the research and discussion, the following research conclusions can be put forward:

1. Planning for improving the quality of PTKIS in West Java through empowering educational staff has been carried out through improving and developing the capacity of education staff which is described in the Strategic Plan, Development Master Plan and various policy documents related to improving the quality of PTKIS. However, in general the planning is just a formal document prepared for incidental purposes such as monitoring and evaluation of the Ministry of Religion, Kopertais and accreditation of study programs and institutions. The policy document has not been fully used as a planning guideline for developing the quality of PTKIS.

2. Organizing the quality improvement of PTKIS in West Java is carried out by external institutions and parties such as the West Java PTKIS Operators Forum. The management organizational structure is sufficient, but in practice it requires optimization and functionalization in order to develop optimal performance. The organization of improving the quality of PTKIS is already structured, but there are still many that are not integrative so that the mechanism for formulating lecturer quality improvement activities starting from planning, implementation, evaluation, follow-up and future solutions has not been carried out properly.

3. The implementation of improving the quality of PTKIS in West Java has been carried out through several programs, both independently by lecturers and by universities. However, not all PTKIS can implement them due to limited access and information about these programs.

4. Evaluation of PTKIS quality improvement in West Java was carried out to capture the progress of program implementation and inventory of problems related to PTKIS quality improvement. Evaluation is carried out from input, process to output. However, the evaluation has not been optimal because the involvement of institutional leaders and the role of Kopertais as supervisors of tertiary institutions has not been maximized.

5. The inhibiting factors for improving the quality of PTKIS come from internal and external sources. Internal factors are the low management of PTKIS, as well as on the part of lecturers the lack of understanding, skills and motivation of lecturers in research while external factors include the lack of supervision from leaders, work climate, compensation which is still low and limited journals with national and international reputations.

6. Solutions to overcoming obstacles include making clear rules on the criteria for educational staff to be appointed and clarifying the rights and obligations of educational staff

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