



## QUALITY MANAGEMENT TRANSFORMATION OF ISLAMIC RELIGIOUS HIGHER EDUCATION: A LITERATURE REVIEW

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### Abstract

This study aims to provide a brief and comprehensive understanding of the institutional governance of Islamic higher education based on quality management. A literature review explores various literature, books, articles, and regulations relevant to the study. Data is collected with a checklist of material classification and then analyzed by the content analysis method. Checking between libraries and rereading literature is done to tackle misinformation. This study explains that in reconstructing the management of superior Islamic higher education, management parties need to implement total quality management continuously and sustainably. All activities must be planned as well as possible so their implementation can produce satisfactory results. In addition, developing potential and resources needs to be done in a tiered and sustainable manner. That way, Islamic higher education will be able to respond to global challenges and continue to grow and develop.

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### INTRODUCTION

In the Government Regulation of the Republic of Indonesia, Number 46 of 2019 concerning Religious Higher Education, Islamic Religious Universities are universities in Indonesia whose management is under the Ministry of Religious Affairs. Technically academic, the formation of Islamic Religious Universities is carried out by the Ministry of Education and Culture, while functionally, it is carried out by the Ministry of Religious Affairs. The output of Islamic Religious Universities is graduates or works produced from the Islamic Religious College.

For this reason, quality-based management is the core of institutional optimization so that minimum service standards for higher education can be implemented even or adequately exceed service standards (Didi, 2020). There is no difference in institutional governance between Islamic educational institutions and other educational institutions in general. The Islamic Core is often only an additional characteristic and attribute to the institution's existence. However, the genuine religious base of Islamic higher education must be able to provide added value, both for its managers and the basis for every management decision taken in it (Peraturan Menteri Agama Republik Indonesia Nomor 5 Tahun 2020 Tentang Standar Penyelenggaraan Pendidikan Agama Pada Perguruan Tinggi).

Islam itself, in many aspects of life, depends heavily on how its adherents can take wisdom and *ibrah* from the primary sources of its teachings, namely the Quran and the Hadith (sunnah) of the Prophet, which in practice also relies heavily on the explanation and interpretation of scholars as heirs of the Prophet, (Saefullah, 2012). In this regard, what Islam gives, beyond the creed and *ubudiyah*, are the main principles as a direction in decision-making and the application of actions in various aspects of life, including institutional management. Islam, for example, affirms obligations to justice, equality, hard work, deliberation, not to do things excessively and beyond limits, and so on. The ways, methods, or forms of action used and applied can vary greatly insofar as the principles are implemented therein. There are no standard and binding rules regarding methods, approaches, techniques, or procedures that will be used to manage the institution he manages. Therefore, Islamic-based educational institutions may apply the concept of integrated quality management, Balanced Score Cards, Knowledge Management, and various other management concepts in line with Islam's main principles (Mahmud, 2019). The goal is to show how Islamic higher education can have value and compete with other institutions to produce quality graduates.

This short paper tries to provide a brief and comprehensive understanding of the institutional governance of Islamic higher education based on quality management. In addition, the current conditions for the quality of Islamic education are also explored in providing best practice understanding. In particular, this article tries to map several related points: 1) the Conception of Islamic Education Management; 2) the Islamic Higher Education Management Paradigm; 3) the National Standards of Islamic Higher Education; 4) the current phenomenon of Islamic religious higher education; and 5) Transformation of the Quality of Islamic Higher Education. Several existing studies were explored from various literature, and textual and contextual analyses of the current conditions were conducted.

## **METHOD**

This research uses a type of research in the form of library research. Literature studies are related to theoretical studies and several references that will not be

separated from scientific literature (Sugiyono, 2012). The steps of literature research that will be carried out in this study include 1) preparing equipment, 2) compiling a working bibliography, 3) managing time, and 4) reading and making research notes (Zed, 2004). Data sources are obtained from relevant literature such as books, journals, or scientific articles related to the chosen topic. The collection technique is carried out by looking for data about things or variables through notes, books, papers or reports, journals, and so on (Arikunto & Jabar, 2010). A checklist of research material classification is used as a data collection tool based on the focus of the study, writing scheme/map, and research record format. Furthermore, the data obtained is analyzed by content analysis.

## RESULTS AND DISCUSSION

### Conception of Islamic Education Management

In terminology, the term management has various meanings from various experts. This shows that the understanding of management is often adjusted to its practice in the field. Those who run it directly will certainly have views and experiences that may differ from those who have never practiced it or are directly involved. However, this diverse meaning is ordinary in many humanities disciplines, including management. The following are some definitions of experts about management that can be referenced:

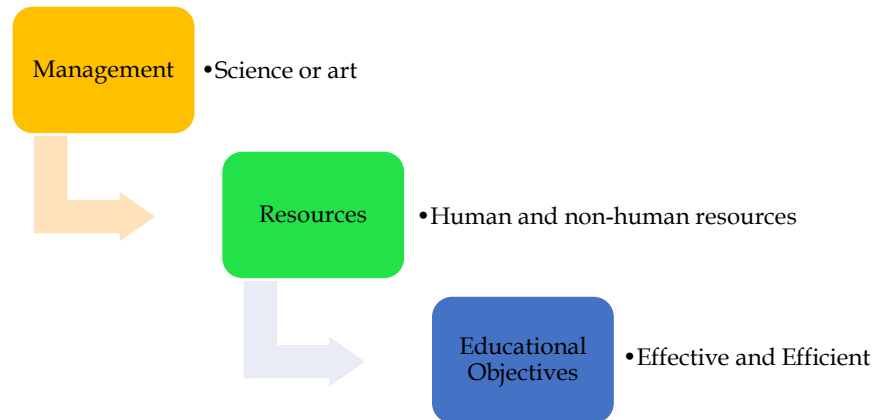
- 1) **Mary Parker Follett (1868-1933)**: management is the art of getting things done through people. In the sense of Mary Parker Follett, management is the art of achieving goals through others. This definition implies that those who practice management, or simply a manager, like an artist, must be able to make all the effort necessary to achieve organizational goals through the arrangements of others and regard those efforts as work to be completed.
- 2) **James A.F. Stoner (1987)**: Management is the process of planning, organizing, leading, and controlling the effort of organization members and of using all other organizational resources to achieve stated organizational goals." This understanding explains that management is a process of planning, organizing, leading, and supervising the efforts of executive members and the use of all other corporate resources to achieve organizational goals that have been set.
- 3) **George R. Terry (1977)**: management is a distinct process of planning, organizing, actuating, controlling (POAC), performed to determine and accomplish the objectives by the use of human beings and other resources." Management is a straightforward process, starting with planning, organizing, mobilizing, and controlling, that is carried out to achieve the goals that have been set using human and other resources.

Experts themselves generally do not question how this management should be viewed. Defining management as an art, for example, indicates that it takes a specific skill to do so, and that skill needs to be developed through

management training, just like an artist. Although many aspects of management have become scientific, many elements of management remain as tips for a manager, for example, regarding human relations behavior or interpersonal skills.

Islamic education management is a field of study and practice focusing on the operation of Islamic educational institutions. Just as management science does not have a standard and fixed definition, management education as a derivative field also has various meanings and understandings. Bolam, for example, defines education management as "an executive function for carrying out agreed policy." (Bolam, 1999). Education management is an executive function to implement approved policies. In Bolam's view, education management differs from mere educational leadership, where the primary responsibility is the formulation or policy-making for achieving academic goals and the transformation of the educational organization itself. This understanding emphasizes the importance of the role of management in assisting educational institutions in using all the resources they have to achieve academic and learning goals. Tony Bush writes: "Educational management should be centrally concerned with the purpose or aims of education. These are the subject of continuing debate and disagreement, but the principle of linking management activities and tasks to the aims and objectives of schools or colleges remains vital. These purposes or goals provide the crucial sense of direction that should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close, there is a danger of 'managerialism,' a stress on procedures at the expense of educational purpose and values" (Bush, 2011).

This statement from Tony Bush has an essential note that education management must focus on achieving educational goals and objectives. He must not fall into the trap of what he calls "managerialism," which emphasizes management efficiency and putting it above the purposes of education itself. Whatever form and management model is used, what is important is the achievement of educational goals. Therefore, whatever definition a person uses regarding education management, he must stick to and prioritize optimizing various resources to achieve academic goals. These educational resources include both human and non-human resources. Human resources in this education are all personal subjects, such as educators, education staff, students, college principals, and other school assistants. Non-human resources include educational facilities, infrastructure, curriculum, syllabus, administration, and regulations.



Source: Adopted from (Bush, 2011)

**Figure 1.** Education Management

More technically, the objectives of education management are explained, among others, as follows (Kurniadin and Machali (2012):

- 1) The realization of an active, innovative, creative, effective, and fun learning atmosphere and learning process.
- 2) The creation of students who actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the people of the nation and state.
- 3) The fulfillment of one of the four competencies of educators and education staff (supported by professional competence as educators and education staff as managerial).
- 4) We are achieving educational goals effectively and efficiently.
- 5) Equipped with education personnel with theories about the processes and tasks of education administration (supported by the profession as managers or education management consultants)
- 6) Solve the problem of education quality.
- 7) The creation of equitable, quality, relevant, and accountable education planning as well as increasing the image of positive education.

To achieve this goal, educational institutions and all parties involved must perform every existing educational management function. However, given that management experts do not have uniform boundaries and classifications, the division of educational management functions will face similar problems. This, for example, can be seen in the description of the opinions of several management experts about the management function as presented in Table 1 below (Mulyati & Komariah, 2010)

**Table 1.** Management functions, according to experts

No	Management Figures	Management Functions				Acronym		
1	Luther Gullick			Coordinating	Reporting	Budgeting	POSDCoRB	
2	Ernest Dale		Staffing	Directing	Innovating	Representing	POSDIRC	
3	Koontz & Donnel						POSDC	
4	William Newman	Planning	Organizing	Assembling	Resource	Directing	Controlling	POARDC
5	Henry Fayol			Commanding	Coordinating			POCCC
6	George Terry			Actuating				POAC
7	John F. Mae			Motivating				POMC
8	Deming		Do	Check	Act			PDCA
9	John D. Millet			Directing	Facilitating			DF

Source: Adopted from (Mulyati and Komariah, 2010)

Apart from the differences in opinions of these management experts, in the context of determining the function of education management itself, based on various existing perspectives, we can take some of the main elements as management functions commonly included by experts. The functions of education management are management functions in general, namely planning, organizing, leading, and controlling. All these management functions must be maximized to assist educational institutions in achieving educational goals (Nnorom et al., 2020).

### Islamic Higher Education Management Paradigm

Higher education is an organization with various components of work and responsibilities in it, referring to its institutional articles of association, as well as laws and government regulations related to the implementation and governance of its organization. University management will have a structure and function like other organizations, although there are significant differences in orientation with for-profit organizations such as companies. In this case, the college is a non-profit public institution focused on providing higher education services to the community. However, given the demands of services and competition between existing universities, it is no longer distinguished from companies (Mahmud, 2019). Universities that do not have good management aspects will be eroded, and it will be challenging to compete for the interest of the consumer community.

This paradigm issue is essential to support the success of educational institutions in providing their services to the community, especially because today, many discourses show the need for a paradigm shift in the context of education. The main reason is that a paradigm shift will fundamentally change how institutions determine the quality of their graduates, manage their organizations, and preserve their resources (Gafur, 2021). Given the need for a

clear direction or paradigm that follows the needs, demands, and spirit of the times in the implementation of higher education, the preparation of this paradigm is the main point in the efforts of higher education institution management to manage its institutions. Molz & Assenza, regarding this higher education paradigm, provide an interesting explanation that we currently need a new paradigm for implementing higher education that is more transformative to accommodate changes and new demands. Both refer to the higher education paradigm as the Transversely or Transformative Higher Education Paradigm as an effort to shift the Multiversity paradigm or Modernist Higher Education Paradigm, a modern paradigm that has become a reference in various universities (Molz & Assenza, 2015).

**Table 2.** Comparison of Transversity and Multiversity

Multiversity Modernist Higher Education Paradigm	Transversity Transformation Higher Education Paradigm
<b>Aims &amp; Orientation</b>	
<ul style="list-style-type: none"> <li>- Academic excellence per se (which is within him)</li> <li>- Competence has a higher value than cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership learning and transformative leadership in the community</li> <li>- Cooperation, cooperation, and mentoring are more critical than competence.</li> </ul>
et al.	et al.
<b>Education</b>	
<ul style="list-style-type: none"> <li>- Focus on factual knowledge about specific parts of the outside World</li> </ul>	<ul style="list-style-type: none"> <li>- Cultivation of self-knowledge in conjunction with goals, transformation systems, and wisdom (honest knowledge is part of the knowledge of complex systems)</li> </ul>
et al.	et al.
<b>Research</b>	
<ul style="list-style-type: none"> <li>- Sub-disciplinary research and hyper-species are dominant in cultivation reductionism.</li> <li>- Focus on one research model (incremental improvement in a research paradigm)</li> </ul>	<ul style="list-style-type: none"> <li>- Dominance of integrative, trans, and meta-disciplinary research; Systemic Thinking Cultivation</li> <li>- Focus on three transformative research models: trans-disciplinary, action-oriented, exploratory, community-embedded, and paradigm shift-opening research.</li> </ul>
et al.	et al.
<b>Organization</b>	
<ul style="list-style-type: none"> <li>- The hierarchy remains at many levels; Positional Power Culture.</li> <li>- Regulation-based bureaucracy</li> </ul>	<ul style="list-style-type: none"> <li>- Flat, networked, holographic organization, which emphasizes structuring groups independently, a culture of commitment and responsibility</li> <li>- Organizational flexibility based on goals and vision</li> </ul>
et al.	et al.

Source: Adopted from (Molz & Assenza, 2015)

### **National Standards of Islamic Higher Education**

Another matter that must be prepared from an early age in the implementation of higher education is the readiness of its implementers and managers to achieve national higher education standards. There is a difference between the National Higher Education Standards (NHES) and the generally accepted National Education Standards (NES). National Standards for Higher Education is a unit of standards that includes National Standards for Education, National Standards for Research, and National Standards for Community Service. At the same time, the National Education Standard (NES) is the minimum criterion regarding learning at the higher education level in universities in all jurisdictions of the Unitary State of the Republic of Indonesia. In the Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 and Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 5 of 2020 concerning Standards for the Implementation of Religious Education in Higher Education, it is stated that the objectives of this National Higher Education Standard are as follows.

- 1) It ensures the achievement of higher education goals that play a strategic role in educating the nation's life, advancing science and technology by applying humanities values, and sustainable cultivation and empowerment of the Indonesian government.
- 2) Ensure that learning in study programs, research, and community service organized by universities in all jurisdictions of the Unitary State of the Republic of Indonesia reaches quality following the criteria set out in the National Higher Education Standards.
- 3) Encourage universities in all jurisdictions of the Unitary State of the Republic of Indonesia to achieve quality learning, research, and community service beyond the criteria set in the National Higher Education Standards on an ongoing basis.

As mentioned earlier, the National Higher Education Standard contains three primary standards, following the Tridarma of higher education: the National Standard of Education, the National Standard of Research, and the National Standard of Community Service. In addition, through the Decree of the Director General of Islamic Education Number 102 of 2019 concerning Religious Standards for Islamic Higher Education, more specific religious elements must be contained in the minimum adequacy of implementing Islamic religious higher education. In more detail, the National Education Standards here consist of 8 (eight) primary component standards of education, namely:

- 1) Religious standards on the competence of graduates: Minimum criteria regarding the qualifications of graduate abilities in the field of Islamic religion, which include attitudes, knowledge, and skills stated in the formulation of graduate learning outcomes.
- 2) Religious standards of learning content: Minimum criteria for the depth and breadth of learning material.
- 3) Religious standards of the learning process: Minimum criteria regarding the implementation of learning in the study program to obtain graduate



learning outcomes. This process standard includes the characteristics of the learning process, planning the learning process, implementing the learning process, and student learning load.

- 4) Religious standards of learning assessment: Minimum criteria regarding the evaluation of student learning processes and outcomes to fulfill graduate learning outcomes.
- 5) Religious standards for lecturers and education staff: Minimum criteria regarding the qualifications and religious competence of lecturers and education staff to organize education to fulfill graduate learning outcomes.
- 6) Standard of learning facilities and infrastructure: Minimum criteria regarding faith-based facilities and infrastructure per the needs of the content and learning process to fulfill graduate learning outcomes.
- 7) Religious standards on the management of learning: Minimum criteria regarding planning, implementing, controlling, monitoring, and evaluating, as well as reporting learning activities at the study program level following Islamic principles. The Management Unit of study programs and universities carries out the implementation of management standards.
- 8) Religious standards on the financing of learning: Minimum criteria regarding religious principles must be present in the components and amount of investment and operational costs prepared to fulfill graduate learning outcomes. What is meant by higher education investment costs is part of higher education costs for the procurement of facilities and infrastructure, the development of lecturers, and education personnel in higher education.

### **The Phenomenon of Islamic Higher Education Today**

Higher education is the institution that is most expected to be able to answer the demands of change (Ikhwan, 2016). Higher Education quality assurance is ultimately a non-negotiable need for society. Therefore, universities must manage their institutions to produce the output expected by the community and an organization with a modern management model that is required to have a competitive advantage. Universities must be able to prepare graduates to face the demands of the World of work and live in a competitive era. More than that, universities are required to be able to produce students who are intelligent, skilled, civilized, and cultured. Education not only seeks to improve science but also can produce scientists and scholars who have faith, purity, and personality.

Based on university ranking data released by Webometrics as of October 2022 for another assessment perspective, the University of Indonesia is ranked 603rd in the World, or No. 1 in Indonesia. As for PTKI, only UIN Bandung (ranked 23rd National or 2561st in the World and UIN Jakarta (ranked 24th National or 2637th in the World). Many universities in Indonesia, including PTKI, cannot even be included in the assessment list due to the lack of required

components for assessment. This shows that the condition of higher education in Indonesia, and significantly higher education institutions as they are implemented, still has many weaknesses and shortcomings to become a quality higher education institution.

**Table. 3** 25 Best National Universities Webometric Version

Ranking	Word Rank	University	Impact Rank*	Openness Rank	Excellence Rank
1	561	Universitas Indonesia	313	727	1085
2	694	Universitas Gadjah Mada	465	744	1299
3	786	Institut Teknologi Bandung / Bandung Institute of Technology	564	985	1371
4	797	Universitas Brawijaya	240	908	2082
5	865	Universitas Airlangga	907	1033	1230
6	911	IPB University / Bogor Agricultural University	526	768	1927
7	1037	Universitas Sebelas Maret UNS Surakarta	512	957	2238
8	1156	Universitas Diponegoro	761	891	2241
9	1163	Institut Teknologi Sepuluh Nopember	961	1165	1900
10	1182	Universitas Pendidikan Indonesia	554	911	2633
11	1231	Universitas Hasanuddin	1079	1275	1944
12	1268	Telkom University / Universitas Telkom	690	1528	2508
13	1531	Universitas Bina Nusantara	1809	2257	1933
14	1647	Universitas Sumatera Utara	1634	1259	2581
15	1677	Universitas Negeri Yogyakarta	1389	1073	2891
16	1787	Universitas Andalas	1151	1521	3217
17	1831	Universitas Padjadjaran Bandung	643	8183	1815
18	1868	Universitas Jenderal Soedirman	601	1644	4100
19	1891	Universitas Jember	1069	1404	3562
20	1947	Universitas Muhammadiyah Yogyakarta	1563	1802	3120
21	2038	Universitas Sriwijaya	1871	1439	3232
22	2263	Universitas Muhammadiyah Malang	1352	1698	3946
23	2308	<b>Universitas Islam Negeri UIN Sunan Gunung Djati Bandung</b>	1541	1418	4016
24	2315	Universitas Mercu Buana	1504	1717	3946
25	2354	Universitas Negeri Surabaya	1935	1329	3846

Source: <https://www.webometrics.info/en/Asia/indonesia%20> (Access, October 3, 2022)

This phenomenon is then added to other problems that continue to be the cause of the low quality and performance of higher education institutions that we have, including as conveyed (Mahmud, 2019) as follows:

- 1) Qualifications of lecturers: there are many teaching staff in universities who do not have the expected competence, ranging from low foreign language skills, the distribution of teaching tasks that do not follow their field of expertise, lack of scientific certification, and so on.
- 2) Educational facilities and infrastructure: Many higher education institutions do not have adequate educational facilities and infrastructure, ranging from buildings to research facilities, technological devices and media for learning, and so on.
- 3) Tuition fees: The undeniable reality is that people who want to access quality educational institutions often have to incur more significant costs. The financial capacity of the community often does not go hand in hand with the policies of higher education institutions regarding financing obligations that must be fulfilled by the community concerned.
- 4) Public interest: In some societies with low educational awareness and culture, higher education is not much of an option because the age of children who graduate from school is considered to be able to work.

Problems like this seem to be expected, and there is no serious solution to solve them. However, the government has issued many education policies that, if carried out and supervised correctly, can improve existing conditions (Didi, 2020). Some other factors that underlie and support needs like this are as follows (Mahmud, 2019):

- 1) There is a lack of modalities, facilities, and infrastructure, both financial and human resources, owned by universities in providing quality higher education. This deficiency is the biggest obstacle for existing universities to make efforts to develop their existence both now and in the future. Without these financial modalities and human resources, a university will not be able to carry out every policy well; instead, it will achieve the vision and mission it sets.
- 2) Lack of commitment of organizers to academic and institutional quality issues. Even if there is such a commitment, it often cannot be transmitted to all elements involved in managing the relevant universities under it. As a result, every compiled work program cannot run optimally.
- 3) The inability of universities to capture the climate of change and the new demands it causes, including in this case, the needs of the World of work and the conditional context of the needs of the surrounding community, so that the university concerned runs on its idealism alone but apart from the practical requirements that are already in front of it.
- 4) The implementation of higher education is perfunctory, namely how the organizers see that the development of higher education business is a means of profit income alone, without noticing that a university has a *tridarma* that must be run properly. This *tridarma*, if lived correctly, shows clearly that higher education institutions are not purely profit-oriented

institutions but non-profit organizations organized for the benefit of all parties (students, society, the World of work, government, and higher education institutions themselves) in the field of education.

If the condition of higher education and its institutions in general still face many problems, then what about Islamic universities? In this case, the state of Islamic higher education institutions is undoubtedly no different from the needs of other universities in Indonesia. There are many Islamic higher education institutions that, instead of being able to compete with well-known universities, actually have to be caught up in the classic problems of the implementation of higher education itself.

### **Quality Transformation of Islamic Higher Education**

What are the practical steps for quality improvement in higher education institutions, mainly Islamic religious universities? The simplest way is to refer to the rules and regulations that the government has made related to improving and guaranteeing quality in higher education institutions, ranging from providing quality tools to the matters associated with applying national higher education standards. In addition, several things can also be done as a fundamental effort to meet and carry out quality transformation, including the following:

- 1) Making Higher Education Institutions as Quality Organizations: This can be interpreted as educational institutions implementing quality management must always be aware of changes and environmental demands that continue to grow. Quality organizations will have characteristics that are different from conventional organizations in general.
- 2) Have Leadership: Quality leadership means that quality improvement efforts must start with the leaders of higher education institutions. Without quality-oriented leadership or a commitment to quality, it is difficult for management and elements of the organization below to carry out existing quality improvement programs.
- 3) Cooperation & Partnership: Quality improvement efforts are communal efforts empirically implemented by creative working groups within an organization. Each department will be responsible for improving the quality of the area of responsibility and other parts of the organization. In other words, teamwork is the key to successfully implementing quality management. This also applies to educational institutions. Everyone with interests and responsibilities in the educational institution must be able to work with his colleagues or other groups to achieve the goals and targets of activities set in the quality planning.
- 4) Benchmarking: Every organization, regardless of shape and type, educational institutions will face increasing competition, which makes the institution have more demands for supervision and responsibility. To respond to these demands, organizations or educational institutions, in particular, must be able to develop tools that can be incorporated into the

structure and governance of their organizations and allow them to learn from the successes and failures they get or from the successes of other institutions. This learning effort is also known as Benchmarking.

- 5) **Strategy and Operational Framework:** Quality implementation activities in higher education institutions must also have appropriate planning following the needs and conditions of problems faced by the educational institution, as well as the objectives to be achieved from implementing this quality management. Therefore, the organizers of educational institutions need a good strategy so that all planning and implementation of activities can run as expected. In this case, academic institutions can formulate specific techniques tailored to the vision, mission, values, and goals of the institution concerned after analyzing the problem, market conditions, competition, etc. These analyses can use SWOT analysis models (Strength, Weakness, Opportunity, Threat), market research, or other analysis models to help educational institutions understand the objective conditions faced. From here, academic institutions can then compile specific strategic plans that will be carried out and adjusted to the vision, mission, values, and goals by asking related questions.
- 6) **Curriculum Development & Learning:** Learning is the main activity of educational services in educational institutions, including universities. In the end, universities that want to produce graduates with good education, following the expectations and demands of the community, must be able to provide suitable learning services as well. Suppose this learning practice or lecture cannot be carried out correctly. In that case, it is difficult for the university concerned to produce graduates with the expected value and quality characteristics. Therefore, higher education must align the curriculum following the demands of society and global needs.
- 7) **Application of TQM:** Without good management, there will be no division of duties and responsibilities, no planning, no supervision and control, no evaluation, and no things that can help the organization or institution achieve its goals. Management allows the organization or institution to organize each individual and place him in a position that matches the expertise and needs of the organization's "right man on the right place." Management also allows for the effective and efficient execution of work, with which the organization can gain value. Therefore, it is essential to implement good total quality management in the context of Islamic higher education institutions to produce a conducive and sustainable quality culture.

Efforts to reconstruct the management of superior Islamic higher education are a necessity. Islamic higher education is expected to produce quality and weighty quality so that the output is high quality. It is necessary to apply excellent and regular total management of the parties who run it. All activities must be planned as well as possible so that their implementation can

produce satisfactory results. In addition, there must be efforts to develop the potential of human nature, strive to save and protect human nature, and harmonize the pace of the natural journey created by God in man. In Islamic higher education, it does not always run smoothly. It is inevitable to find various problems. A conception of total and sustainable management is needed. That way, Islamic higher education will be able to compete both at the regional and global levels.

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