

A MODEL OF MANAGEMENT STRATEGY FOR A QUALITY LEARNING IN ISLAMIC HIGHER EDUCATION (IHE)

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ABSTRACT

The quality of Islamic education is generally influenced by several factors, among other things: leadership, organizational culture, lecturer competence versus faculty student ratio, dynamic curriculum, library collections and learning facilities. The factors above are most likely to influence and impact the quality of education process in general. Developing a model of management strategy for quality learning is a minimal effort to improve quality graduates of a university. The model was developed on the basis of the following theories: (1) transformative leadership (Tichy and Devana (1997), (2) strategy of learning organization, (Peter (2002), and (3) a quality-based management (Griffin, 2004). Furthermore, the model shares the following characteristics: (1) a quality learning emerges from an effective and efficient management of academic service; (2) developing management of a quality learning is continuous lecture development; (3) lecture plays an important role in developing a quality learning; (4) a quality learning stipulates that a leader be loyal and committed to their job, wise and have a sense of democracy.

Keywords: Islamic Higher Education, Quality Learning, Learning Management, Quality Education

ABSTRAK

Kualitas Perguruan Tinggi Islam pada umumnya dipengaruhi banyak faktor, diantaranya: faktor kepemimpinan, budaya organisasi, kompetensi tenaga pendidik (dosen), rasio mahasiswa berbanding dosen, kurikulum yang kurang dinamis, buku-buku perpustakaan yang belum memenuhi kebutuhan dan fasilitas pembelajaran yang belum memenuhi kebutuhan dosen dan mahasiswa. Faktor-faktor tersebut diduga dapat mempengaruhi dan berdampak pada kualitas proses penyelenggaraan pendidikan. Model strategi manajemen mutu pembelajaran merupakan upaya yang minimal untuk meningkatkan mutu lulusan sebuah perguruan tinggi. Model ini dikembangkan dari beberapa teori berikut: (1) kepemimpinan transformative (Tichy dan Devana, 1997), (2) strategi organisasi pembelajaran (Peter, 2002), dan (3) manajemen berbasis kualitas (Griffin, 2004). Selanjutnya model ini mempunyai karakteristik sebagai berikut: (1) mutu pembelajaran berkembang dari manajemen layanan akademik yang efektif dan efisien; (2)

pengembangan manajemen pembelajaran bermutu merupakan upaya berkelanjutan meningkatkan profesionalisme dosen; (3) dosen merupakan factor utama dalam pengembangan pembelajaran bermutu; (4) pembelajaran yang bermutu mempersyaratkan bahwa pimpinan mempunyai loyalitas yang tinggi, bijak dan demokratis.

Kata Kunci: Manajemen, Pendidikan Bermutu, Pembelajaran, Perguruan Tinggi Islam, Manajemen Pembelajaran

INTRODUCTION

A model of management strategy for quality learning is developed to respond the common phenomena among Islamic Higher Education institutions. Until recently, the quality learning within Islamic Higher Education has been far from being satisfactory. It is generally found that Islamic Higher Education institutions (Islamic State Universities, State Institute for Islamic Studies, and Islamic Colleges) have a weak leadership, lack of professional development, an ambiguous mission and vision, and lack of research activities. The condition is even getting worse in several private colleges under the supervision of Ministry of Religion Affairs. Therefore, developing a model of management strategy for quality learning is a necessity.

Quality learning management for Islamic Higher Education is a strategic response to Long-Term Higher Education Strategy. It is expected that higher education institutions (universities) are able to upgrade the country's competitiveness. To achieve this, the leadership of education institution is a pivotal factor of learning quality improvement, which is expected, through the policy, to determine a direction, a strategy, and a transformative vision of the institution. The policy was motivated to implement the national education goal, as mandated by Educational Law, No. 20, and Year 2003. By building their professionalism, lecturers are expected to give services relevant to their professional demand. The regulation instruments as their basic reference, that is, Government Regulation (GR) No. 19, year 2005 dealing with National Education Standard and Law No. 19, year 2005, dealing with Lecturer and University Lecturer (Lecturer), verse 28, article 28, GR No. 19 Year 2005, dealing with National Education Standard set up a regulation dealing with a the role of lecturer as an educator and contributor of the mandate above. As a part of educational system, a lecturer is responsible for promoting qualified and productive Indonesian citizens through a quality teaching and learning.

By quality, it means the process of learning which is optimally implemented so as to bring about a quality process and product of learning. The framework of quality, within quality resources, refers to necessity for competitive and excellent human resources, which are indicated with: (1) language competence, (2) ICT literacy, (3) communication and negotiation

skills, (4) collaborative work, (5) mobility and flexibility, (6) leadership skills, (7) ethics, and (8) vision, mission, and innovation.

Language competence is very important for all faculty members (lecturers, staffs, librarians, laborers, and technicians) to acquire. One global village is a current phenomenon in which most people working in academic settings need to master at least one international language, addition to their native language both for oral and written communication. This language competence covers the following aspects: (1) discourse competence, (2) strategic competence, (3) linguistic competence, and (4) sociolinguistic competence.

Dealing with ICT literacy, it is important that lectures, in particular, be able to identify the function of digital learning media and to master their operating systems. Additionally, they are able to identify their weakness and strengths. This ability enables them to choose an appropriate ICT for their teachings and other related works. Lectures with literacy skills can work more effectively and efficiently. Therefore ICT literacy is important to promote quality learning in specific and quality education, in general.

Communication and negation skills are closely related; both are supporting each other. Negation skills stipulates communication skills, and vice versa. By communication skills, it means the ability to listen to other people speaking, to express ideas, and to maintain conversation; meanwhile, by negation skills, it means the ability to influence other people. Both skills are essential soft skills to acquire.

Mobility refers to the ability to actively engage with other people other than colleagues in work places; meanwhile, flexibility refers to critical thinking that is the ability to change their mind to find more beneficial decision and to prevent from any risks. The skills enable one to find the best solution to his problems encountered.

Leadership skills are ability to initiate activities, to organize people to achieve intended goals, and to make use of existing facilities. The skills are interconnected with communication and negotiation skills; the emphasis is on organizing people to achieve intended goals. For a leader (head of department, and a director), leadership skills are important to acquire. The skills help him to effectively achieve the mission and vision of organization.

By ethics, it means as rule of conduct to engage with other people. The people with ethics enable them to get some respects from others since they know how to treat others properly. The skills share the following properties: honesty, discipline, fairness, and caring.

Vision, missions, and innovation are words closely related. Innovation is made to respond missions, and missions are made to elaborate vision. Vision basically provides a direction to follow; missions provide a guide line

to achieve, or targets to be reached, and innovation refers to efforts or strategies to achieve the target. The people who have vision, missions, and innovation are progressive and creative. They actively create something new, make some breakthroughs, and are responsive to the existing phenomena.

The quality of Islamic Higher Education is generally influenced by a lot of factors, among other things: leadership, organization culture, and teaching competence, the ratio between lecturers and their students, curriculum, library collection, learning facilities. When the quality of these factors is unsatisfactory, the quality of learning process is also bad, and vice versa. At national level, Islamic Higher Education has not yet provided stakeholders with a good competence due to several factors: (1) the lack of qualified lecturers; (2) lower lecturer income; (3) insufficient learning facilities; (4) limited operational education budget; and (5) minimal roles played by the lecturers as a knowledge producer and technology innovator.

The learning quality within higher education is closely related to lecturer competence in articulating their abilities, making a sound judgment, initiating an educational program, making a comprehensive decision, or taking an action based on their philosophical and theoretical adherence. When a lecture can show his good performance, the learning quality gets increased. In other words, the more competence the lecture is, the more increasing the learning quality will be. To identify whether a lecture is highly committed and quite loyal to implement the university's missions and vision, the university can carry out monitoring, assessment, and evaluation. By so doing, the information regarding lecturer competence can be collected, and later analyzed. It is strongly recommended that the activities be regularly carried out. This will help a university (a higher education institution) identify the possible problems and cope with them.

As an Islamic Higher Education institution which generally promotes its vision and missions as an excellent and competitive institution in integrating religion knowledge and general science, is expected to be able to do its function, to respond current needs of society and to solve life problems. Developing Islamic Higher Education institutions (such as universities and colleges) is specifically aimed at preparing students with the following mission statements; strong faith, noble character, broader knowledge, good practices, being active in doing research activities, either religion knowledge or general science, and spreading them for a better community life. These statements can be easily identified from booklets of State Islamic Universities. For example, Sunan Gunung Djati State Islamic University formulates its mission statements with strong faith, broader knowledge, and good characters.

The question, as well as the main problem, is how Islamic Higher Education institutions (Islamic universities, Institute for Islamic studies, or Islamic colleges) can respond current global challenges and opportunities, such as: a quality service, a quality assurance, wide use of Information and Communication Technology (ICT) and networking. As we know, a global dynamic has been an empiric and real phenomenon to face. The phenomena are so evident and real that no one can avoid from them. Preparing some strategies to cope with them, therefore, is a necessity.

The paper discusses how learning quality management, related to its roles and its functions taken by lecturers influence quality learning at Islamic Higher Education (Islamic universities). In addition, several assumptions are formulated as a basis for developing a model of strategy management for Islamic Higher Education institutions.

The research employed a survey method with quantitative approach since it as aimed at critically identifying the correlation among variables in natural settings. The variables developed in this research cover the followings: (X-1) the leadership of head of department, (X-2) organizational cultures, (X-3) lecturer performance, (X-4) learning facilities, (Y) process of academic service, and (Z) learning quality within Islamic Higher Education institutions in West Java. The first four variables are independent ones; meanwhile, the process of academic service and learning quality are dependent variables.

The sample was selected, using proportional random sampling method, from lectures and students within the program of studies in Islamic Higher Education Institutitos in West Java, that is Sunan Gunung Djati State Islamic University (UIN Sunan Gunung Djati Bandung), and Syeh Nurjati State Institute for Islamic Studies (IAIN Syeh Nurjati). It consists of 120 lecturers and 240 students from three faculties in IAIN Syekh Nurdjati) and seven faculties in UIN Sunan Gunung Djati Bandung. Self-response technique with rating scale was used to put forward their opinions.

To collect the data, the research used questioners with closed questions. The alternative answers were presented for respondents' selection. By giving a cross (X), the respondents' answer can be easily identified. The questionnaire was used as main data collection; meanwhile, observation and interviews were used as the secondary data collection. Observation was carried out to complete the required data. Similarly, the interview to relevant respondents was conducted to make the collected data more complete.

The instruments for data collection were tested in terms of their validity and reliability. Test of validity was conducted by counting coefficient correlation between items with total score (t-count) within a variable, using

Pearson Product Moment. To count level of validity, Microsoft Word SPSS version 19 program was used as statistical tool. The program was also to count reliability of the instrument. If the reliability is bigger than 0.60, the data is feasible for the research. In addition, to examine all tests, Cronbach's Alpha was employed.

The collected data were quantitatively analyzed using path analysis. Then, they were qualitatively described by using percentage to present a concise description. This presents a descriptive statistics indicating the average scores from each research variable from which we can identify the lowest score. The variable(s) with the lowest score may help formulate recommendations as research findings of the research.

The technique used to analyze the data was Weighted Means Scored (WMS). First of all, scoring was given to each alternative answer given by the respondents with the weight previously set up. Each statement within six variables has five criteria of scoring, ranging from 1 to 5.

The result of analysis provides a guideline to determine a general description of variables in the field by consulting the table of average score criteria and their interpretation below.

Table Criteria of Variable Average Scores

Range	Criteria	Meaning
4.01 – 5.00	Very high	Very good
3.01 – 4.00	High	Good
2.01 – 3.00	Medium	Fairly Good
1.01 – 2.00	Low	Poor
0.01 – 1.00	Very low	Very low

The requirement of hypothesis testing needs a series of treatments, among other things:

1. Testing of normality data, using Smirnov Kolmogorov Test (Sudjana, 1992, p. 466).
2. Testing of homogeneity, to know whether selected samples come from the same group. In other words, the selected samples share homogeneous characteristics. To test homogeneity of the data, Bonferroni Alpha was employed (Sudjana, 1992, p. 466).
3. Testing linearity, carried out by identifying the relationship between dependent variables and their independent variables testing linearity was conducted by using test of regression linearity (ANOVA Linearity) (Sudjana, 1992, p. 466)

The technique of data analysis for hypothesis testing employed in this research was Path Analysis Models. Meanwhile, ordinal scale was used to measure variables. Analyzing data using Path Analysis stipulates that the data

be changed to interval scale through Method of Successive Intervals (Rasyid, 2005, p. 36).

FINDINGS AND ANALYSIS

The following will be presented the findings of six interrelated variables:

1. The Leadership of Head of Department

Analysis to this variable can be described as follows: (1) head of department within UIN Sunan Gunung Djati Bandung has played as an educational leader, which can be seen from the respondents' answer with the criteria: very high: 4.3 %, high :13.5 %, medium: 45.8 %, low: 20.6 %, and very low; (2) head of department within IAIN Syekh Nurjati Cirebon in playing their role as an education leader can be seen from the following response: very high : 2.5 %, high : 19.8 %, medium : 39 %, Low : 23.4 %, and very low 12.8 %; (3) the leadership quality of head of department within both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon shows $(2.68 + 2.80) = 5.48 : 2 = 2.74$, with medium criteria; and, (4) the average contribution of the head of department to the process of academic service within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, is rated 0.479, which positively influence on learning quality as much as: 22.94 %

2. Organizational Culture

Origination culture within both UIN Sunan Gunung Djati Bandung and IAIN Sunan Gunung Djati Bandung using two main dimensions: (1) value system, with indicators: the objective of department, individualism, collectivism, masculine-feminine, long-term and short term orientation, and; (2) organization atmosphere, with indicators: supportive, collegial, and intimate shows the following findings: (1) organization culture within UIN Sunan Gunung Djati Bandung can be seen from the respondents' answers as follows: very high: 4.8%, high : 18.8 %, medium : 43.6 %, low : 22.2 %, and very low 10 %.; (2) organization culture within IAIN Syekh Nurjati Cirebon can be seen from the respondents' answer with the criteria as follows: very high :10.2 %, high: 14.4 %, medium : 40.5 %, low : 24.1 %, and very low 10.5 %; (3) the objective condition of organization culture within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is as follows: $(2,65 + 2.58) = 5.23 : 2 = 2.61$, with medium criteria, and; (4) the average contribution of organization culture to the process of academic service within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is 0.397, and positively influence on the learning quality as much as 15.76 %

3. Lecturer Performance

Descriptive analysis towards this variable with students as their respondents reveals the following findings: (1) lecturer performance within UIN Sunan Gunung Djati Bandung can be seen from students' response as follows: very high :10.9 %, high : 17.4 %, medium : 49.2 %, low : 16.2%, and very low 6.25 %; (2) lecturer performance within IAIN Syekh Nurjati can be seen from students' response as follows: very high :11.9 %, high : 22.5 %, medium : 43.2 %, low : 16.6 %, and very low 5.7 %; (3) the quality of lecturer performance within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is $(3.18 + 3.10) = 6.28 : 2 = 3.14$, with high criteria; (4) the direct contribution of lecturer performance to the process of academic service within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is 0.635, and positively influence on the learning quality as much as 40.32 %.

4. Learning Facilities

Analysis towards this variable with lecturer as its respondents was seen from two dimensions: (1) facilities of learning process with the indicators: classrooms, laboratory, completeness of learning media and tools, and other learning facilities of the department, (2) supporting learning facilities, with the indicators: library collection, language laboratory, internet, and other learning facilities the findings reveal that; (1) learning facilities within UIN Sunan Gunung Djati Bandung can be seen from the respondents' answer with criteria as follows: very high : 12.7 %, high : 15.7 %, medium : 35.2 %, low : 22.1 %, and very low 13%; (2) learning facilities within IAIN Syekh Nurjati Cirebon can be seen from the respondents' answer with criteria as follows: very high :12 %, high : 14.5 %, medium : 39.5 %, Low : 21.6 %, and very low 12.2 %; (3) the quality of learning facilities as perceived by the lecturers of both UIN Sunan Gunung Djati Bandung, and IAIN Syekh Nurjati Cirebon is: $(3.13 + 2.99) = 6.12 : 2 = 3.06$ with high criteria; (4) the direct contribution of learning facilities to the process of academic service within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is: 0.904, and positively influence the learning quality as much as 81.72 %, and average quality of learning facilities expected by the students and lecturers is $(0.904 + 0.854) = 1.758 : 2 = 0.879$, and positively influence the learning quality as much as 80.46 %.

5. Process of Academic Service

Analysis towards the process of academic service with the students as respondents, examined with two dimensions: (1) the institutional aspect of higher education with indicators: strategic planning, and standard of educational financing, and (2) academic matters and studentship with

indicators: teaching, curriculum for lecturers, learning process and tests, quality of learning process, and evaluation of academic performance can be described in the following statements: (1) process of academic service within UIN Sunan Gunung Djati Bandung for quality learning can be seen from the respondents' answer with the following criteria: very high :9.2 %, high : 11.4 %, medium : 35%, low : 34.9 %, and very low 9.4 %; (2) process of academic service within IAIN Syekh Nurjati Cirebon for quality learning can be seen from the respondents' answer with the following criteria: very high :11.5 %, high : 13.2 %, medium : 36.2 %, low : 21.4 %, and very low 17.7 %.; (3) the quality of process of academic service as perceived by the respondents from UIN Sunan Gunung Djati Bandung, and IAIN Syekh Nurjati Cirebon: shows the average score $(2.91 + 2.87) = 5.78 : 2 = 2.9$ with medium criteria; (4) the direct contribution of the process of academic service to the learning quality at UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, is 0.497 and positively influence learning quality as much as 24.7 % .

6. Learning Quality

Analysis towards the learning quality as perceived by the students from both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, which was examined with: (1) the quality of learning process with the indicators physical performance, strength, and responsiveness, and (2) quality of learning results with the indicators: caring and quality assurance can be described as follows: (1) the learning quality at UIN Sunan Gunung Djati Bandung can be seen from the respondents' answer with the criteria as follows: very high : 10.1 %, high : 25.2%, medium : 44.5 %, low : 14.8 %, and very low 4.6 %; (2) the learning quality at IAIN Syekh Nurjati Cirebon can be seen from the respondents' answer with the criteria: very high :19 %, high : 20.9 %, medium : 34.6 %, low : 15.6 %, and very low 10 %.; (3) the learning quality in general within UIN Sunan Gunung Djati Bandung, and IAIN Syekh Nurjati Cirebon gain the average score $(3,16+ 3,12) = 6.28 : 2 = 3.14$ with high criteria, and; (4) the contribution of learning quality in general within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is 0.3722, positively influence the management of learning quality as much as 37.22 %.

Several theories will be reviewed to provide a foundation how and why the model was developed. The following theories are relevant to the development of model of a strategic management of quality learning for higher education.

1. Model Rationale

Strategic management in standard modern definition is 'the art and science of formulating, implementing and evaluating cross functional

decisions that enable an organization to fulfill its objectives' (David 1996, p.4, in Shattock, 2013, p. 23). Strategy management requires three main activities: planning (i.e. formulating objectives, and selecting appropriate ways to achieve goals), implementation (i.e. executing decisions), and evaluation (i.e. collecting information to identify strong and weak points). Shattock (2003, p. 23) disagrees with the above definition since Higher education institution is not identical with organization but, rather, as a truism that academics tend to be more loyal to their discipline than to their institution. The objective of strategic management in Higher Education Institutions, according to him, must achieve and sustain that success. Further, it is said that managing universities (or other higher education institutions) is a holistic process in which all the interlocking elements are needed.

The model of strategic management for a quality learning was developed on the basis of need analysis to quality learning. It was interpreted and reconstructed from research findings so that it can result in formulated abstraction that can be used as an alternative model to develop a learning quality for Islamic Higher Education. Several findings reveal that the following variables contribute to the development of quality learning: (1) the lecturer performance has a medium level of contribution to the process of academic service, (2) the process of academic service has a medium level of contribution to the quality learning, and (3) the lecturer performance and the process of academic service have a positive influence on the quality learning. From the findings, it can be implied that developing quality learning should take into account of those variable for the Islamic Higher Education to be successfully developed.

The scope of educational development (including model of strategic management for quality learning) covers the following aspects: (1) improvement of teaching and assessment practices, curriculum design, and learning support – including the place of information technology in learning and teaching; (2) professional development of all staff with responsibility (directly or indirectly) for supporting student learning; (3) organizational and policy development to promote the academic goals of the institution; (4) learning development of students – supporting and improving effective student learning; (5) promotion of informed debate about learning, teaching, assessment, curricular design and the goals of higher education; (6) promotion of the scholarship of teaching and learning, and research into higher education goals and practices (Percival & Tuckar, 2004, p. 18).

Framework of thinking adopted as underlying theories to develop the model refers to the concepts and theories supporting the management of change for higher education. According to Tichy and Devanna (1997, p. 73), paradigm of required transformational leadership has the following characteristics. *First*, a leader puts his role as agent of change. *Second*, they are courageous to make a change; they are able to handle people resistance, to

take a risk, and to face realities. *Third*, a leader puts his trusts to his followers through motivation, honesty, empowerment, and care for humanistic aspects. *Fourth*, a transformational leader elevates humanistic values such as: empathy, sympathy, tolerance, respect, caring for personal and socio-emotional aspects. *Fourth*, a leader has to promote a life –long learning. *Sixth*, a leader can solve complicated, confusing, and difficult problems. *Seventh*, a leader has a far sight.

From the interrelated concepts above, Senge Peter, (2002, p. 64) developed five strategies of learning organization: *first*, personal mastery, that is a learning strategy for personal development to achieve expected results, and to create an organization atmosphere that encourages its members to develop their capacity, which in turn, they can achieve the goal of organization; *second*, mental model, that is, reflecting, clarifying, self-improvement, and taking an action; *third*, building job division, that is building an organization commitment, making a description of future planning and to arrange some steps to achieve the goal; *fourth*, team learning, that is changing expertise skills and collective thinking skills so that a group can be employed to develop intelligence and ability bigger than those of its members; *fifth*, system thinking, that is analyzing a goal, and understanding personal strengths that build a system behavior

Theoretically, there are several factors that influence the process of quality development. As put forward by Griffin (2004, p. 7), in running its function and activities, a quality-based management has four major activities to go through: (1) planning and decision making), (2) organizing, (3) leading, and (4) controlling. Based on the activities above, Griffin defines management as a set of activities that covers: planning, decision making, organizing, leadership and controlling, directed to organizing resources (man, finance, physic and information) aimed at effectively and efficiently achieving the goal of organization.

Parallel to this, Sweeney and McFarlin (2002, p.57) state that the need perceived by labors does not necessarily influence their performance since stronger needs without expertise are not enough. Other factors, like working atmosphere may influence their performance. Therefore, to support quality performance, professional competence, supporting facilities, and a conducive organizational culture are fully required.

Schermerhorn and Hunt (1991, p.344) put forward that problems related to external adaptation can be solved by developing, and understanding strategies and missions of organization, main goal of organization, and performance assessment. Meanwhile, problems related to internal integration can be solved, among other things, by communication, labor characterization, and controlling internal organization. In addition, Sutermeister (1976, p.45) states that lecturer performance is complex, integrated, and is influenced by several factors, especially ability and

motivation. Moreover, performance is basically influenced by two factors: (1) ability and (2) motivation. Additionally, motivation is influenced by knowledge and skills. Further, Schermerhorn (1983) puts forward that if one wants to perform well, he should be supported by himself and organization so that his performance gets increased. A good performance will result in a reward both from inside and outside individuals. Intrinsic rewards will influence performance; meanwhile, extrinsic one will bring about satisfaction on part of individuals, which, in turn, will influence the quality.

Glasser (in Hoy and Miskel, 2001), Gibson, et al (1997) Kinicky & Kreitner (2003) pay a great attention on commitment as a supporting factor for a quality-based performance. It is concluded that one who is highly committed will show a loyalty and professionalism in his work places and societies. Further, according to Sweeney & McFarlin (2002) from a research report made by Allen & Meyer (2002) in Brown & Gaylor (2002), Goleman (2005), it is stated that one who has a high commitment to his organization gives a good impact on his productivity. In other words, commitment and productivity are closely related. Therefore, to promote productivity, a manager should be creative to build a commitment to the organization on the part of his employees.

In relation to the commitment to the organization, Kalibers and Fogarty (1995) identify three attitudes: identifying the goal(s) of organization, involving in the job of organization, and being loyal to the organization. Robbins (2003) puts forward that leadership and organization culture can improve the consistence of organization members. In addition, leadership skills are the ability to influence a group of members in achieving the goal and target of organization. The influence is acquired from his managerial position in an organization.

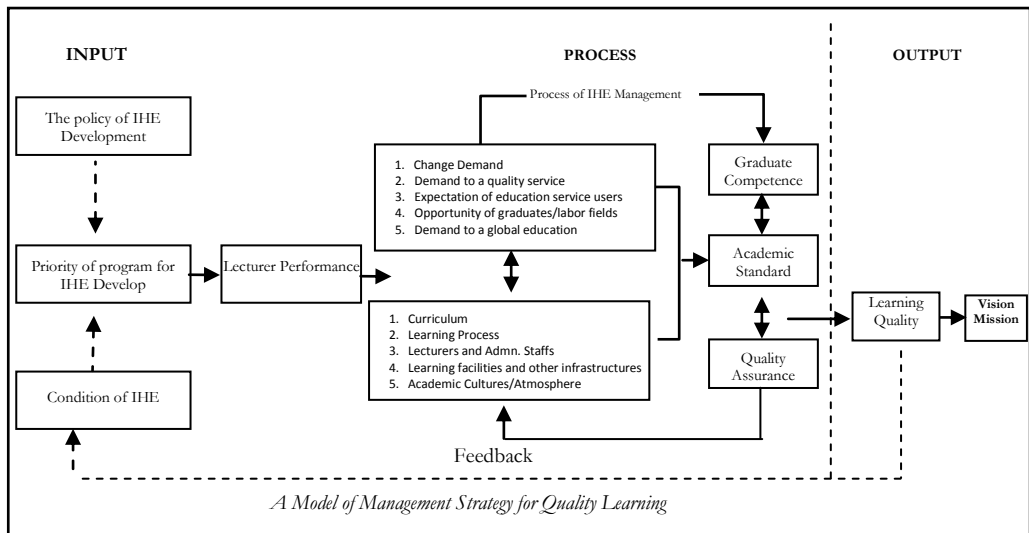
Heinich, et al (1996) state that the advance of technology in working places not only stipulates that the university graduates have broad knowledge but also they have a ready-use-professional skill. This brings a consequence that the role of learning facilities is important for the improvement of quality graduates so that they have the expected competences.

According to Pannen, P, et al (2003), learning also means an infrastructure contributing to quality of learning, and helping both Lecturers and students achieve their learning goals. One of learning facilities that contribute to lecturers' and students' competence and ability is learning media and technology.

A study on the availability and the use of learning technology needs carrying out for improvement of graduate quality. The graduates with a good quality will positively contribute to a university quality so that they can play a significant role either at work or at academic settings. Therefore, we can

define that learning media as an information and knowledge carriers used for lecturers and students.

Moreover, the procedures of implementation of the model can be visually described as follows:



The model was developed on the basis of the following assumptions:

- a. The quality of education at higher education is determined by an efficient and effective management for academic services from which quality learning is developed. In other words, quality learning is an answer to a quality leadership that helps lecturers create a quality output, indicated with a positive response from the societies or the users of the university graduates.
- b. Management of quality learning should be considered a continuous learning effort to improve lecturer professionalism relevant to expected goals. Through specific strategies and approaches made by that unit of program developers, the effort is set up on the bases of priority.
- c. Lectures as human resources in higher education should master knowledge and be responsive to academic issues, master pedagogy and skills in designing and implementing research, have good teaching skills, master administration matters, be able to design planning and implementation of community service projects, have teaching competence and a good commitment, and do their principal supporting jobs.
- d. Lecturer is the main factor for a successful teaching and learning as well as the progress of the university. Therefore, they should be professional,

and able to follow the advance of science and technology, responsible for their discipline, be able to professionally interact with their students, respect and protect their rights, become a role model in their behavior, way of thinking, and acting, be able to develop a relevant curriculum, broadly spread current information, create academic atmosphere, and be able to make an objective and sustainable evaluation.

- e. The process of development for a quality learning through a model of development strategy for best performance stipulates that leaders be committed and highly loyal to his job, and be wise and democratized. The leader plays an important role in making the goal of organization successful as a self-directed learning, basically referring to individual psychological condition in developing expertise and skills.
- f. It is expected that a model of development strategy for lecturer quality performance works more effectively. The model is based on the concept of program implementation using five disciplines (Singe, 2002) in which a spiritual motivation (vision – mission) is added as the core program. This may give a life energy serving as a support to the lecturers and other faculty members in continuously developing their learning capacity as well as a generator for all campus activities.

2. Implementation of the Model

To successfully implement the model, a strong foundation of strategic planning dealing with the policy of effective, accurate, and efficient development of Islamic Higher Education is required. This is parallel to the direction and the policy of national education dealing with the strategic issues of General Director of Higher Education, that is –national competitiveness, the organization condition, and the autonomy of higher education aiming at promoting smart and competitive individuals.

a. Program Priority

Deciding on the priority is aimed to realize vision, missions, and goals covered within a three-service- domain of higher education through need assessment instruments which are developed to determine the program planning. The process of prioritizing programs is based on the following standard: Standard of Academic Process, and Standard of Academic Service Process.

1) Academic Standard

Academic standard is a foundation for development of: curriculum, learning process, lecture and teaching staff competence, learning facilities and infrastructure, student activities, and academic atmosphere.

b) Curriculum Development

The following explanation is given to make this aspect clear.

- (1) Curriculum development is focused on achieving vision, missions of university, colleges, Institutes, Department, and Program of Study. Therefore, curriculum is designed to make it relevant to the societal need, based on the expected competence, continuously and proportionally developed to follow the existing regulation of higher education.
- (2) The curriculum which was developed to cover: the main competence as the distinct features between one program of study and the others, supporting competences relevant to main competence, and other competences (i.e. soft skills as specific skills of program of the study).
- (3) The developed curriculum is comprehensive and flexible in nature, adapting the advance of science and cultural arts to equip students with a life-long learning.
- (4) The curriculum is regularly reviewed by involving both internal and external costumers, alumni, ministry of national education, ministry of religion affairs, and coordinator of Islamic Higher Education so that it can be easily evaluated and revised.

c) The Process of Learning and Competence Development

These two aspects: the process of learning and competence development are closely intertwined. Competence development helps create an effective process of learning, and process of learning is influenced by competence development on the part of teachers (lecturers).

- (1) By the process of learning, it means the students actively, seriously, and deeply involve in understanding unlimited theories and concepts of presented materials during learning process.
- (2) The process of learning is intended to help students achieve high order thinking and creative thinking so that they can intellectual activities, such as: thinking, arguing, questioning, researching, and predicting.
- (3) The process of learning is practiced by the students in order that they can do the following: formulating learning goals, seeking for first-hand- current information, managing information so as to become new knowledge, employing the knowledge to solve the problems, sharing knowledge with others, and developing students' curiosity.
- (4) The process of learning is oriented to consistently achieve students' successful learning relevant to educational goals, systematically

planned by referring to global education and commitment to lesson planning and result.

d) Teachers and Teaching Staffs

Dealing with teacher and teaching staffs, it is generally suggested that the university do the following activities:

- (1) System of recruitment and lecturer development should refer to the existing regulation, and curricular needs in terms of its competence, qualification, and education levels. The lecturer development should be systematically identified to fit with lecturer – student ratio.
- (2) The development of lecturer quality is matched with the linearity of the goal of resource development, is carried out by setting up the planning of learning program development sustainable, rational, and relevant to transformational educational demand.
- (3) Lecturer promotion should be based on the employability, and feasibility that covers the aspects of: education, research, and community service to academic society. In this case, lecturer as education professionals should be given a lot of opportunities to develop their professionalism relevant to their need. The promotion of teaching staffs has to be carried out on the basis of employability and feasibility.
- (4) Learning facilities and infrastructures are realized in a master plan which is systematically made to match with the number of academic activities. In deciding on the priority of teaching materials and learning tools (media), all parties in both departments and the programs of study should be involved so that the master plan meets the need of academic activities.

e) Learning Facilities and Infrastructure

In respect to learning facilities and infrastructure, it strongly recommended that the university carry out the following activities:

- (1) The faculty, departments, and the program of studies have to involve in maintaining learning facilities and infrastructures that include: (a) facilities for learning process (such as: classrooms, laboratories, and other learning media), and (b) supporting learning facilities that cover: library, language laboratory, internet, and other facilities provided by the institution.
- (2) The infrastructures of university should fulfill the – agreed – upon - technical condition of the building, safety, and environmental sanitation by taking into account an equal access for faculties, departments, and the programs of study. The facilities, that cover:

future building areas, rooms for head of department, and the dean, the center for communication and information technology, prayer rooms, sport and art halls.

f) Studentship and Academic Atmosphere

Promoting a good studentship and conducive academic atmosphere is carried out by the following principles:

- (1) Student empowering is carried out by an intra-campus organization with the focus on academic activities, and students' interest, social, as well as community-based activities. The student activities are managed by a university and its division (faculty, department, and the program of study).
- (2) The university provides students with units of student activity supporting a successful academic atmosphere based on students' academic interest relevant to their program of study.
- (3) The faculty with its division: department and the program study have a program of excellence that can be developed by the students, as a specific characteristic of the program of study.
- (4) The head of units, lecturers, teaching staffs within the faculties, department, and the program of professional study may involve students in creating conducive psychological and social environments, and promoting academic atmospheres.

g) Process of Academic Service

The implementation of academic services in higher education basically provides customers with a quality service. Tampubolon (2001, p. 74) classifies customers of higher education, like universities, as follows:

- (1) Based on their directness: (a) Primary customers, that is – students who directly get effects of product and take a part in production and service; (b) Secondary customers, that is – higher education managers, student parents, society, government, sponsor organization (donor), and culture, and (c) Tertiary customers, that is – industries, business, entrepreneurship, government and non-government organization, etc.
- (2) Based on location and position of customers of higher education: (a) Internal customers, that is –local managers within a higher education and permanent staffs of university; (b) External customers, that is – customers other than external customers working as temporary staffs that are divided into the followings: Primary external customers, that is – university students, Secondary external customers, that is – student parents, society, government, sponsor (donor), and local

community, and tertiary external customers, that is – business, education and in –service-training institutions, and neighboring community.

A sort of service given to the customers of higher education by their universities is a quality service and product of higher education. The product is divided into two types: goods and services. Meanwhile, goods are material beings generally produced by a factory or a specific producing device like a factory. The service given by the university is an education service consisting of the followings: curricular services, research services, community-based projects, administration service, and extra-curricular services. Further, Tampubolon emphasizes that the services previously mentioned above are a kind of services relevant to business words fully provided by higher education.

The procedure of academic service should be based on some theories supporting steps of transformation of higher education. It means academic transformation in Islamic Higher Education institutions identical with other higher education institutions. Furthermore, the process of academic transformation covers the following steps: (1) process of transformation on academic and community service areas, (2) the process of transformation on the areas of planning and development, (3) process of transformation on administration management, and (4) the process of transformation on publication.

1) Process of Transformation in Academic and Community Services

The process taking place in this process: the quality of student, state-appointed lecturers, the university-appointed lecturers, working ethics, value systems, learning and practicum facilities, program of education to produce a graduate relevant to three missions of higher education: (teaching and learning, research and community service).

a) Teaching/learning, and kind of teaching and learning activities:

- (1) teaching and learning inside the classrooms, that is – classroom meetings between lecturers (seniors and their teaching assistant) and students; a number of lecturing teaching hours inside the classrooms indicate a number of credit hours
- (2) Practicums in laboratory, workshop, studio, and other learning places. Within practicums, students have to apply their knowledge under guidance and supervision of a lecturer or a laborer assistant.

b) Fieldwork

Fieldwork is an activity to apply the acquired knowledge in real life situation under the supervision of a lecturer. This aims to widen the

students' horizon and improve their thinking skills in addition to support community service project.

c) Other academic activities

By other academic activities, they mean activities related to academic activities but they belong to none of the activities above, such as: seminars, either local or national opened to public access, panel discussions aiming to distribute knowledge, deepen their religious knowledge, and develop arts and science.

d) Research and Community Service Project

The program of community service project aims to help students and other academic staffs apply their acquired knowledge in nearby society, in addition to, train their caring about the problem prevalent over society. At the implementation level, the program is divided into two types: (1) service to nearby societies and to either state or private local institutions. It is crystalized in professionally providing various possible services to a wide range of a society by making use of all potentials which are available either within a society or a university, such as: socialization of an innovation, collaboratively making a master plan of a community with government institutions, and so on; (2) by the research, it means any types of research either directly or indirectly affecting a academic societies (lectures, students, faculty members, such as paper writing, applied research investigating public opinion on specific issues, research on local government policy and research on solving social problems.

2) Proses of Transformation within Administration Management

The process of transformation within this aspect includes an activity to create a uniformity and effectiveness of academic services in order that all activities related to the process of academic transformation runs well. Besides, the administration management also manages budget and received funds. The process within the administration of academic services covers all processes beginning with when students attend the test, and they follow their academic activities, until they complete their study to earn their degree. Specifically, the activities covered with academic services deal with: (1) student selection, (2) registration of students, (3) setting up an academic calendar, (4) making a teaching schedule for lectures, dividing learning rooms, laboratory and workshop, (5) student consultation and the arrangement of program of study, (6) lecturing and other academic activities, (7) middle test and final test, (8) remedial teaching, (9) paper writing and advising, and (10) qualification examination.

In implementing entire academic activities, the staff of academic administration is divided into two sub sections: section of education administration, and section of general administration. The former manages all administration activities related to learning and teaching, such as: (1) student selection, (2) making schedules for teaching, registration for students attending examinations (final term examination, middle term examination, qualification examination), (3) arranging the use of existing rooms, (4) arranging schedules for teaching, (5) student registration, (6) arranging archives of teaching and learning evaluation, and (7) archiving other data.

3) Process of Transformation in Planning and Development

There are to processes of transformation within this area, that is – transformation in setting up supporting factors of administration management, and transformation in infrastructure development. Both transformations are set up in framework of planning program and software and hardware development.

The software is the most important component within a system, like education system of Islamic Higher Education. All hardware cannot best and optimally work without being supported with good software. The software developed within Islamic Higher Education is the followings: (1) developing a program of efficient teaching, (2) developing an effective administration, (3) developing a program of student guidance to meet students' need and interest in education, such as: advising, paper writing guidance, etc., (4) developing a grand design of development that may cover teaching and learning, research and a community-based project, (5) developing a software for supporting practicums at laboratories, workshop, studio, and (6) optimally developing lecturer professionalism.

By the program of hardware development, it means the program of development of education- supported facilities, just as building new lecture halls, rehabilitating old buildings, widening the existing floors, building facilities for laboratory, workshop, studio, and worshipping rooms, building and/or adding supported-education infrastructures, such as – parking lots, streets, canteen, student center, sport halls, etc.

4) The Process of Transformation in the Aspect of Publication

The publication conducted by most Islamic Universities or colleges is a kind of an implicit publication. Mostly it indirectly uses mass media, such as: newspaper, and magazines in the form of a news report. This kind of publication is carried out in the following forums: (1) seminar, discussion, and exhibition, (2) students' campus activities, and (3) local as well as private televisions. By using television media, the program can be promoted and shown to societies and the users of education services.

CONCLUSION

A model of quality learning management strategy is a response towards the importance of learning model development at Islamic Higher Education. The first is the quality learning consisting of two dimensions: quality of learning process and quality of learning result. This finding strengthens Kotler's (2000, p. 10) opinion of customer satisfaction. As stated by Zeithamlet. al. (1990), customer satisfaction is a far reaching concept which does not only focus on the quality service assessment but also it deals with other factors, such as: quality service, quality product, expenses, and academic cultural factors. Fadjar A. Malik. (2006) states that the significant problems encountered by Islamic Higher Education deal with human resources and quality graduates. The second is the lecture performance consisting of two dimensions: teaching – learning, and research and development of student research paper. The finding strengthens Griffin's opinion (2004) about the importance of teaching planning. In this case, Cushway (2002) states that human resource is the success key for an institution to survive and develop well. Further, Sutmeister (1976) puts forward that the quality of lecture performance depends on its affecting factors. In addition, the quality learning stipulates professional lectures. The third is the process of academic service that covers: higher education institutions and academic and studentship. The findings strengthens Spenser' (1993), Goleman' (2005), Idrus' (2006) opinions that the quality learning management requires content knowledge, behavior skills, and human relations skills. Content knowledge refers to deep understanding of relevant fields; behavior skill deals with practical skills in promoting quality teaching; human relation skills are the abilities to build relationship between heads of department, lecturers, students, and related staffs.

After data had been collected, and later validated, specifically the conclusions were drawn as follows:

1. The leadership of head of department both within Sunan Gunung Djati State Islamic University (UIN Sunan Gunung Djati Bandung) and State Institutes for Islamic Studies (IAIN Syekh Nurjati Cirebon) which were measured with (1) leadership skills with the indicators: technical skills, human skills, conceptual skills are considered to have a low contribution to the process of academic services, (2) leadership styles with the following indicators: telling, selling, participating, and delegating are categorized as average contribution to the process of academic services. The finding implies that: First, there is different capability of playing a role as leaders between the heads of department within UIN Sunan Gunung Djati Bandung and the heads of department within IAIN Syekh

Nurjati Cirebon. The difference lies on the leadership quality. Second, the leadership skills of the head of department are low. This can be seen from their role as academic and institutional coach, job manager, executor of mission and vision, learning change agent and developer, uniting agent in building effective and cooperative communication. Third, in general the respond towards leadership skills of both the heads of department within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is categorized medium.

2. Organizational culture of UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, measured by the following dimensions: (1) value system with the indicators: objective condition of department, individualism – collectivism, masculine – feminism, and short-long term orientation contributes to the process of academic service with average/medium category, (2) organizational atmosphere with the indicators: supportive, collegial, and intimate contributes to the process of academic service with low category. The findings reveal that: First, organizational culture within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon towards the objective condition of heads of department, as academic atmosphere is not totally conducive to enhance quality learning. Second, there is a different academic atmosphere, especially on their satisfaction of being a lecturer, collaborative works on executing tasks, involving in decision making, and having sense of belonging. *Third*, in general the respond towards organizational culture at both UIN Sunan Gunung Djati Bandung and di IAIN Syekh Nurjati Cirebon have a low contribution to the process of academic service.
3. The performance of both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon lecturers, measured by the following dimensions: (1) teaching and learning with the indicators: lesson planning, teaching and learning process, teaching evaluation has a medium level of contribution to the process of academic service, (2) research and development of research paper with the following indicators: research planning, research implementation, and research reports have a medium level of contribution to the process of academic service, (3) community service with the indicators: planning community service project, and executing the project has a high level of contribution to the process of academic service, (4) the lectures' main supporting components, with the indicators: administration completeness, student guidance and counseling, professionalism, and level of ICT literacy have a medium level of contribution to the process of academic service. The findings imply that: *First*, the lectures' performance on promoting quality learning, especially their readiness of teaching, practicum, and evaluation within

both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon has run well. *Second*, there is a different level of performance among the lecturers on promoting a quality learning which can be proved from their responds toward: the use of learning media, research paper, students' involvement in research activities, learning and teaching administration, and student guidance and counseling. *Third*, the respond towards lecturer's performance has a medium low of contribution to the process of academic service.

4. Learning facilities in both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, measured with: (1) the facilities for learning process with indicators: learning rooms, laboratory, learning media, other related facilities belonging their respective departments have a high level of contribution to the process of learning service, (2) supporting learning facilities with indicators: library collection, language laboratory, internet, and other related facilities have a high level of contribution to the process of academic service. The findings imply that: First, the learning facilities in UIN Sunan Gunung Djati Bandung, based on lectures' and students' respond are fully required for learning activities. *Second*, to improve academic service quality, it is important that learning facilities in both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon be added. Third, in general the responds' perception towards the use of learning facilities within UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon is low; therefore, the respondents 'expectation towards learning facilities to support the process of academic service is high.
5. The leadership of head of departments, organizational culture, lecturers' performance, and learning facilities at both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon has a high level of contribution to the process of academic process.
6. The process of academic service at both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, measured by: (1) the institution dimension of higher education with the indicators: the existence of higher education, strategy planning, and standard of education cost have a medium level of contribution to quality learning, (2) academic and studentship dimension with the indicators: curriculum, lecturers, learning process and the evaluation of academic performance have a medium level of contribution to quality learning. The findings imply that: First, the process of academic service at both UIN Sunan Gunung Djati Bandung and di IAIN Syekh Nurjati Cirebon, runs quite well, Second, the process of academic service at both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon has to be

improved, particularly its aspects of human resources and quality graduates. Third, in general the responds to the process of academic services has a medium level of contribution to the development of learning quality.

7. The leadership of head of departments, organization culture, lecturer's working performance, and learning facilities contribute to the process of academic service and influence the quality learning at both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, measured with: (1) quality learning with the indicators: physical performance, strength, and sensitivity belong to high category, (2) quality learning with the indicators: caring and quality assurance have a medium level of contribution. The findings imply that: First, the learning quality related to the improvement of graduate quality at both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, has run quite well. Second, there is a different quality graduate among the programs of study at UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon. Third, in general the respond towards learning quality at both UIN Sunan Gunung Djati Bandung and IAIN Syekh Nurjati Cirebon, belongs to a medium level of contribution and has a positive impact on graduate quality.

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