

Quality Management in Private Higher Islamic Education at the Region XIII Kopertais Iain Sulthan Taha Saifuddin Jambi

Maisah¹

¹Doctor and Lecture in Sultan Taha Saifuddin Jambi, Islamic State University. Arief rahman Hakim, Telanaipura Jambi- Indonesia

Abstract: *PTAIS existence in the future is challenged with the quality of education in order to foster public confidence in the existence of producing outputs that meet quality standards. Graduates produced not only capable in cognitive abilities but also to be able in a variety of other capabilities as a life skill that later graduating students they have an attitude of self awareness. Based on qualitative research found that quality management in the region Kopertais PTAIS Region XIII IAIN STS Jambi, indicated still has a relatively low quality. Some of the contributing factors in the form of internal and external factors. The attempt to do by the Chairman PTAIS also significantly less visible, it is indicated that PTAIS not fully comply with the rules set by the government and the regulations made by the Region XIII IAIN Kopertais Jambi STS listed in the guidebook Academic agreed by all PTAIS in meeting coordination and spread throughout PTAIS still less attention and are conducted by PTAIS.*

Keyword: PTAIS, quality management, Kopertais

1. Introduction

Preamble of the Constitution of the Republic of Indonesia of 1945 states that the national goal is to protect all the people and the entire country of Indonesia and to promote the general welfare, the intellectual life of the nation, and participate in the establishment of a world order based on freedom, eternal peace, and social justice. In order to realize the national goals, education is a crucial factor. Furthermore, Article, 31 Constitution of the Republic of Indonesia Year 1945 mandated that (1) every citizen has the right to education; (2) every citizen is obliged to follow the compulsory basic education and government finance; (3) the government shall establish and carry out a national education system, which increases the faith and devotion and noble character in the context of the intellectual life of the nation, which is regulated by law; (4) state budget prioritizes education to at least 20 % of the budget revenue and expenditure as well as revenue and expenditure budgets to meet the needs of national education; and (5) the government to advance science and technology with upholding religious values and national unity for the progress of civilization and the welfare of mankind.

Human qualities required by the Indonesian people in the future are capable of facing increasingly fierce competition with other nations in the world. Therefore, we need a quality education provision. Implementation of quality education means is that the management of educational institutions should be carried out in a professional and accountable. The leaders of educational institutions both public and private should be able to apply the concepts, principles and functions appropriately and adaptive management. Professionalism, accountability and the ability to apply the concepts, functions and management principles will have an impact on improving the quality of education.

Based on the preliminary study the authors on Private Higher Education in the Kopertais (PTAIS) Region XIII IAIN Sultan Taha Saifuddin Jambi seen the low quality of

education. This is indicated by the lack of management PTAIS comply with rules set by the Ministry of Religious Affairs, and the one that was created by Kopertais Region XIII IAIN Sultan Taha Saifuddin Jambi, so caused professors still teaching background in education degree (S1) and teaching outside the competence owned science, still bad in administration, and facilities are less than adequate (meaning there are buildings that are PTAIS loans) student output of doubtful quality. This case has a long on in the environment PTAIS Kopertais XIII region IAIN Sultan Taha Saifuddin Jambi under the auspices of the Ministry of Religious Affairs and was considered a matter of course because due to the lack of authority autonomy PTAIS coordinate with Region XIII Kopertais IAIN Sulthan Taha Saifuddin Jambi as supervisors and extension of the Director General of Islamic Education at the Ministry of Religious Affairs of the Republic of Indonesia.

Suspected that one reason for the low quality of education in PTAIS is because they are still weak quality management system adopted by the heads of the institutions of higher education. According Saefullah, means that management is derived from English to manage the means set up, administer, or manage. According to Ricky W. Griffin, management is a set of activities which include: planning and decision making, organizing, directing, and monitoring carried out directly by an organization's resources (human, money, physical objects, and information). Waggner and Hollenbeck, management is a process of planning, organizing in order to achieve the goal through the division of labor. From these definitions, there are several points, the first Management is the process, a workflow activity. Not something that can be accomplished once for all. Second, managerial activities affecting the behavior of members of the organization and the organization itself.

Referring to the notion of management as described above, then the management process, there are several principles that form the basis of the management process. Some of these management principles, among others;

1. Principles of Management by Objectives (MBO), is a management technique that helps clarify and describe the stages of organizational goals. With MBO conducted with the goal setting process between superiors and subordinates. Top-level managers together with lower-level managers set goals together unit to match with organizational goals. The purpose of the organization is everything that must be accomplished organization in carrying out its mission. At every level of organization required the commitment of managers in the achievement of individual goals and objectives of the organization effectively.
2. Principles of Management by People, is a modern management concept that examines the relationship dimensions of behavior, system components in relation to organizational change and development. Demands of change and development that arise as a result of internal and external environmental demands, carrying implications for behavior change and groups and the container. One of the most important effort is to develop human resources. However, human resource development must be balanced with the development of the organization. The changing demands of the organization are also often found in various studies conflict, whether the conflict of individual, group, and between groups.
3. Principle Based Information Management, a managerial activity which is essentially a decision-making process. All of these activities require the information. Information needed by managers provided by a management information system is a system that provides information to managers on a regular basis. This information is used as a basis for monitoring and assessment activities and the results achieved.

Based on these concepts can provide explanations that in the management of an educational unit, the quality can be seen from: "input", "process" and "results". "input" include; Students, educators, administrators, funds, facilities, infrastructure, curriculum, library books, laboratory, and learning tools, both hardware and software. "Process" Covers; management agency, management courses, management of learning activities, academic interaction, only between the academic community, seminars, dialogue, research, scientific tourism, evaluation, and accreditation. "Results" include; graduates, publications, scientific findings, and other performance results. Many of the conditions that must be met by the education provider if they want quality education, at least according to Mastuhu, there are 16 terms as follows:

1. Paradigm Academic, which include; vision, mission, orientation, tools, education and strategic objectives.
2. Tata Among: Governance, include; include the composition and structure of the institution organization, complete with its units, positions, roles, and authority of each authority and the mechanism or system works.
3. Democracy Education
4. Autonomous
5. Accountability
6. Evaluation of Self.
7. Accreditation

8. Competence.
9. Intelligence
10. Curriculum.
11. Methodology Learning
12. Human Resources
13. Fund.
14. Libraries, Lab micro teaching and learning tool.
15. Academic Environment.
16. Employment Network (Network)

Critics of the phenomenon of implementation of education as the needs of the individual in society helplessness occurs because the cost of education. So, PTAIS needs to be seen not stand alone, that there are policy factors, community culture, funding factors and so on. What is required of them is to integrate people into the social reality of educational practice in schools. Thus, an effort to improve the quality of education is the quality of lecturers who teach in PTAIS must be in accordance with its competence and management PTAIS handled by the wise and prudent leader.

Recognizing the lack of implementation management concept less PTAIS comply with the Ministry of Religious Affairs, researchers are interested in creating a policy analysis of the Government Regulation No. 19 of 2005 on National Education Standards. Implementation of policy research is due to: 1) the public spotlight and other education stakeholders on education policy which was considered less trigger implementation of the National Education Standards, 2) lack of implementation of competency standards Lecturer at Private PTAIS compared with in the Ministry of Religious Affairs, 3) changes in the management of centralization to decentralization, 4) people's demands to get a quality education, and 5) the urgent need for quality education in the face of free-market labor as demanded by globalization and a variety of other reasons.

Based on the studies above description, it can be identified that there is a fundamental problem that needs to be done empirical research to obtain information. The problems are: (1) whether the substance of the policy on the implementation of competency standards Lecturers can provide improved quality of education that is implemented by the Environment PTAIS in region XIII Kopertais IAIN Sulthan Taha Saifuddin Jambi? (2) how the implementation of the National Standards are able to contribute to improving the quality of education is carried out in the Environmental PTAIS Kopertais XIII region IAIN Sulthan Taha Saifuddin Jambi? and (3) what indicators of student output results already show an increase in the quality of education that is described on the implementation of the National Standards on PTAIS in the Region XIII Kopertais IAIN Sulthan Taha Saifuddin Jambi?

2. Method

This study used qualitative methods. Data was obtained through in-depth interviews in order to obtain accurate data with the speakers. In addition, data were also obtained through analysis of documents, ie documents owned by members Kopertais and national education standards on PTAIS. The validity of the data is ensured through the triangulation method, triangulation of time and resources.

Once the data is obtained, conducted in-depth qualitative analysis of the data while the presentation is done by means of descriptive analysis.

3. Data and Discussion

3.1 The Quality PTAIS in Kopertais Region XIII IAIN STS Jambi

Kopertais Region XIII Jambi Kopertais transferred from the VI region of West Sumatra province and Region VII Kopertais South Sumatra Province on April 11, 2008, by the Decree of the Director General of the Islamic Educational Dj.I/494/2007 number dated December 17, 2007, after going through several times improvement. Until now Kopertais status still remains as non-structural Institution, whose existence was entrusted to IAIN/UIN throughout Indonesia. With the status of the Government (Ministry of Religion or IAIN / UIN) can not assign a particular echelon to the Kopertais officials and also do not set a budget to finance the implementation of the duties and functions and programs.

Since the publication of the Decree of the Director General of the Islamic education Dj.I/494/2007 number of Kopertais were then refined with KMA 1993 number 13 , number 82 and number 498 1994 1997, by the Minister of Religious Affairs has implemented straightforwardly 7 (seven) Kopertais duties and functions, namely:

1. Implement guidance, program delivery PTAIS
2. Provide advice and guidance in improving and development efforts PTAIS
3. Authorizes assistance for PTAIS facilities and workforce in order to improve the ability to independently
4. Implement technical controls and protection to PTAIS
5. Organizing the state exam for students PTAIS
6. Delivering the annual report on the implementation of the tasks and activities of the Director General Bagais Kopertais.

The PTAIS under the Environment Kopertais Jambi Region XIII is as follows:

1. STIT YPI Kerinci
2. STAI - Nadwah An Tungkal Kuala Tanjung Jabung
3. STIT Batang Hari Muara Bulian
4. STAI Yasni District of Muara Bungo
5. STAI Ma'rif Kota Jambi
6. STAI SMQ Bangko District Merangin
7. STIT Al - Falah Rimbo Bunjang Tebo
8. STIT Kabupten Tebo
9. STIT Al - Azhar diniyyah kota Jambi
10. STIT Darul Ulum Sarolangun
11. STAI Al - Anuar Kuala Tungkal
12. STAI Ashanta Kota Jambi
13. STAI Mauizah Merlung
14. STAI Maarif Sarolangun
15. STIT YAPIMA District of Muara Bungo

According to Government Regulation No. 19 Year 2005 on National Education Standards are content standards, process standards, graduation standards, educational standards,

standard facilities and infrastructures, standards management, financing standards, assessment standards. The Government Regulation requires the manager to all educational institutions to comply, including the Islamic University (PTAIS).

Based on empirical data that can take on PTAIS, author, either through observation, interviews and documentation of the quality of environment Kopertais PTAIS in Region XIII IAIN Sultan Taha Saifuddin Jambi, PTAIS Indicated that the quality is still far below the National Standards, it is evident from some form Chairman PTAIS planning to improve the quality of its management PTAIS not run optimally in accordance with the rules set by the government. According to one PTAIS Chairman residing in the District of Muara Bungo AD (2013) says the following: planning can be prepared which can be short-term, medium -term and there is also a long-term, starting from the input of students who still lack quality viewing, enhancement lecturer Qualifications competencies most professors already old, protection of lecturer (intensive medical help) is inadequate, the curriculum should be implemented by less lecturer in accordance with the demands of the times, the language of instruction used a lecturer in the learning process more use of local languages and also the provision of facilities and infrastructure PTAIS. Therefore, the lack of planning can be implemented optimally in accordance with the demands of the National Standards , due to which there is very limited funding to improve the quality PTAIS, although PTAIS already received assistance from the local government as much as 2 billion.

Another opinion was also expressed by one who was the District Chairman STAI Tanjab West (Kuala Tungkal) HL, (2013) says: Planning that can be arranged in order to improve the quality PTAIS, not much different from the other as Chairman PTAIS short-term program, run medium, and long term examples of short-term programs such as student recruitment, improving the quality of teaching faculty according to their expertise, in addition, the medium-term as PTAIS renovating damaged buildings, such as the long -term to improve the qualifications of lecturers S1 to S2 in accordance with the demands of Law. 14 Year 2005 on teachers and lecturers and not unconnected facility and infrastructure improvement that still lack such learning spaces, computer rooms are still fused with the library.

Based on the statement pointed out above it is understood that the Chairman PTAIS planning in order to improve the quality PTAIS, at the start of the recruitment of students, improving the quality of faculty, infrastructure provision and guidance to the entire faculty. This is a form of planning in improving the quality PTAIS. In accordance with the concept of quality education that is the input, process, (curriculum, lecturer, media), outputs, and outcomes. However, of the 15 that exist in the environment PTAIS Kopertais Region XIII IAIN Jambi, the quality is still low, especially the output of students categorized hitherto underestimated by agencies who want to empower them. Hali is indicated from the planning and implementation PTAIS administration is not regular in accordance with government guidelines and Kopertais XIII IAIN STS Jambi region.

Institutions of higher education, particularly PTAIS, either in the form of Islamic High School (STAI) and the School of Tarbiyah (STIT) certainly have an important role. This arises as a result of a change in circumstances with different outcomes both positive and negative implications for the ongoing development and will be implemented. Therefore, the formation and development of Islamic Universities really need to get the attention and the highest priority in the implementation of Tri Dharma University.

In today's global society, Islamic Universities should be more autonomous in the sense of having educational programs are flexible and in accordance with the progress of science and technology, as well as to develop while preserving the values of education that was developed for the benefit of the nation and the state.

Regional autonomy, as a form of national policy set forth in Law No. 22 of 1999 on Regional Government (autonomy) and Law No. 25 of 1999 on Fiscal Balance of Central and Local Government, coupled with the Government Regulation No. 25 Year 2000 on Government Authority and Provincial Authority as an autonomous region. Given the national policy, allowing the region to develop a more autonomous education in this area. Because in essence, decentralization aims to standing area, in the sense that the area with all the ability or potential charge of developing human resources, so as to allow the human resources area to manage and utilize natural resources in an optimal area .

On the other hand, the mandate of Law Number 20 Year 2003 on National Education System and Government Regulation No. 19 Year 2005 on National Education Standards relating to the autonomy of the Islamic University in developing the curriculum in higher education unit level, which is expected to drive an increase in the quality of university Islamic Higher standards in achieving regional, national, and international.

3.2 Obstacles in increasing the quality of Kopertais Region XIII PTAIS in Jambi

In PTAIS quality planning program implementation, not in spite of factors which is the bottleneck, namely:

3.2.1 Internal Factor

According to the observations the author (2013) referred to internal factors are factors that are not directly derived from the PTAIS itself. As conditions PTAIS building is still there that are borrowed by the local government , the lack of interest of students, there is even no longer have PTAIS among students (danger of death), lecturer qualification is still low, it is clear PTAIS result in poor quality. The observation of the author in accordance with what was stated by the Chairman of the PTAIS NJ (2013) says the following: It is in improving the quality of management education in general there are many obstacles, especially PTAIS. This is because the relationship with the central government also plays a role in improving the quality lacking PTAIS. For me as a leader Chairman PTAIS, internal factors that a barrier is the lack of a good management system PTAIS I did could result in popping some negative understanding of the public about the output / PTAIS existence that I lead. I am very

aware that my presence has been sorely lacking PTAIS, in because I have another occupation besides being chairman PTAIS. Ideally I should be present in PTAIS every day according to time.

Another opinion expressed by the Chairman of the PTAIS, MH (2013) says that internal factor is still borrow PTAIS building with city government, in addition to the location of the building in the middle of the city of Jambi, which is flanked by several state universities and other private, so that PTAIS I manage it very difficult to attract students to enter. Because students choose to go to another college that has a long standing, as students PTAIS following matrix:

Table 1: Data on the Environment Students PTAIS Kopertais Region XIII Jambi

No	PTAIS Name	Student		
		Input	Output	Total
1	STIT YPI Kerinci	583	959	1542
2	STAI An-Nadwah Kuala Tungkal	1274	332	1606
3	STIT Muara Bulian	1236	272	1508
4	STAI Yasni Muara Bungo	638	220	858
5	STAI Ma'rif Kota Jambi	771	239	1010
6	STAI SMQ Bangko	1074	1967	3041
7	STIT Al-Falah Rimbo Bujang	888	482	1370
8	STIT Kabupaten Tebo	675	340	1015
9	STIT A-Azhar Diniyyah Kota Jambi	-	6	6
10	STIT Yapima Muara Bungo	118	205	323
11	STIT Darul Ulum Sarolangun	463	498	961
12	STAI AL-Anwar Kuala Tungka	89	-	89
13	STAI Ashanta Kota Jambi	93	-	93
14	STAI Mauizah Merlung	126	-	126
15	STAI Ma'arif Sarolangun	121	-	121

Based on the statements put forward by some PTAIS chairman and the data table above, it can be concluded that PTAIS management in improving the quality of PTAIS, require attention from various parties, especially the Ministry of Religious Affairs and the center coordinator Kopertais Region XIII Jambi into the hands of the Ministry of Religious extended center to give guidance on various aspects of the entire PTAIS in the region XIII Kopertais Jambi, especially coaching lecturer who became the motor output quality PTAIS students, faculty qualifications as the data in the following matrix:

Table 2: Data Qualification PTAIS Lecturer in Kopertais Jambi Region XIII

No	PTAIS Name	Educator/lectures qualification		
		S1	S2	Total
1.	STIT YPI Kerinci	9	2	11
2	STAI An-Nadwah Kuala Tungkal	19	5	24
3	STIT Muara Bulian	6	13	19
4	STAI Yasni Muara Bungo	6	14	20
5	STAI Ma'rif Kota Jambi	3	7	10
6	STAI SMQ Bangko	7	21	28
7	STIT Al-Falah Rimbo Bujang	16	8	24
8	STIT Kabupaten Tebo	6	27	33
9	STIT A-Azhar Diniyyah Kota Jambi	3	-	14
10	STIT Yapima Muara Bungo	4	10	14
11	STIT Darul Ulum Sarolangun	14	19	33
12	STAI AL-Anwar Kuala Tungka	7	4	11
13	STAI Ashanta Kota Jambi	5	8	13
14	STAI Mauziah Merlung	9	7	16
15	STAI Ma'arif Sarolangun	12	13	25
	Jumlah	120	158	295

Based on the above matrix, it can be explained that 120 lecturers still has low in qualification S1, this is certainly quite contrary to Article 8 of Law no. 14 of 2005 on Teachers and Lecturers, and Regulation no. 19 of 2005 on National Education Standards, which require professors to teach at a college education should be S2.

3.2.2 External Factors

According to these authors (2013) there are several external factors for PTAIS management, which can be less readiness in managing HR PTAIS, lack of coordination of the management of PTAIS with local government to help HR PTAIS and lack of coordination with the Region XIII Kopertais Jambi as a builder and renew the hands of the Director General of the Islamic University, and lack of coordination with the Ministry of Religious Affairs to improve the quality PTAIS Center. In addition, PTAIS impressed by the thrust stand in a strong spirit of community, but would be less concerned with the quality of the various aspects PTAIS existence in the midst of society.

According to one of the chief PTAIS which are located in Sarolangun HZ (2013) said external factors in increasing the quality of this PTAIS, not in spite of support from various parties, such as local government, Kopertais Region XIII IAIN Sultan Taha Saifuddin Jambi as mentors, coaches, and supervisors as well as the Ministry of Religious Center became the first source for the development and improving the quality of PTAIS. I realize also that where I am in PTAIS also not standby place. Because I was on duty deposits PTAIS others, obviously it reduces my presence in PTAIS that I lead, on the one hand I have to fulfill my obligations as a lecturer teaching in PTAIS other deposits and on one side I have to manage quality PTAIS I lead, while the distance between the two PTAIS far enough.

Opinions similar to one proposed by the Chairman PTAIS located in Tebo regency SM (2013) say that external factors to improve the quality PTAIS, the same as is the case with other PTAIS chairman, which need support from various stakeholders PTAIS management, i.e. Government,

Kopertais region XIII and Religion Department Center. Because my concurrent positions, one as the Chairman and my second PTAIS also as Head *Pendis* in Jambi Province Region Ministry of Religion, therefore, I lack the concentration to manage and improve the quality PTAIS the better, because of the distance between them in far enough. Therefore, I prefer to trust the maid chairman of 1,2, and 3 for the concentration to improve the quality PTAIS, but it is less well considered, because the heads of the maids also duplicate the work as a teacher at the school.

Based on the observations and statements of the chairman PTAIS above can clarify that the quality management PTAIS experienced a very significant external factors. It is evident from PTAIS chairman and chief aide PTAIS who concurrently work aside from PTAIS. This means that the quality management PTAIS not only caused by the lack of coordination with outside parties only, but also the concentration of the manager who makes PTAIS own second homes from their main task manager PTAIS. In relation matters, according to the authors clearly contrary to the concept of quality PTAIS contained in Regulation No. 19 on National Education Standards, for the Kopertais Region XIII should be independent, so that HR managers can be received independently PTAIS that have accountable to PTAIS.

3.2.3 Efforts to do to improve on Environmental Quality PTAIS Kopertais Region XIII Jambi

Based on the author observations (2013) indicated there are some efforts to be made by the chairman PTAIS to improve quality. This is evident from the teaching force has led to professional lecturers and some have been educated S2, but still there among lecturers S1. In addition, faculty teaching assignments also had 50 % according to the educational background of faculty owned, 50 % of lecturers teaching assignment does not match the skills/ professional faculty. In view of the learning model is performed by lecturers, professors less active learning strategy that put more pressure on students to active learning and the lecturer as facilitator. It looks quality graduation PTAIS less confident students to plunge into the center of society, and are considered inferior (lower). Another effort made by the chairman PTAIS, submitted a proposal for financing education infrastructure PTAIS, both the local government and the Ministry of Religious Center.

As mentioned above, it is understood that the quality PTAIS, when viewed from the eight national quality standards of education, PTAIS still far from the national standard of education, there are between 15 PTAIS that already have "B" accreditation, that mean in good condition. But seen from PTAIS who have "B" accreditation the building where student learning is still a loan from MTS building is no longer used by students studying or local government building, it becomes a big question for researchers to BAN - PT accreditation assessment is becoming PTAIS.

In accordance with the statements put forward by one of the chief PTAIS that are accredited "B" Batang Hari IR (2013) said that the value of "B" accreditation symbolizes that led PTAIS quality has led to the achievement standards. On the

other hand, based on the educator or lecturers who teach in PTAIS led many of the outstanding faculty with the status of civil servants and senior lecturer of IAIN Sultan Taha Saipuddin Jambi, from various faculties, namely the Faculty of Tarbiyah, Faculty of Shariah, Faculty of Adab, and Faculty Ushuludin. When viewed from the facility/building PTAIS is recognized awarding of MTS old building that is not used anymore, because MTS has been moved to a new building, and it has lasted a long time until now these buildings have been PTAIS. The output also recognized this PTAIS students, many private institutions are working as well in government institutions (both public servants and employees of private status). Similar opinion was also expressed by other PTAIS Chairman "B" which are accredited by Tebo SM (2013) talk about the quality PTAIS say this, I am still far from fully realizing the National Education Standards. Because of this abundance of building PTAIS MTS old building, which has been moved MTS and a new building has been nationalized. Therefore, to be used by PTAIS, which at first was hosted on an Kopertais in Palembang. But at the end of 2008 has been moved to Kopertais Jambi Region XIII IAIN STS Jambi. Related to accreditation, accreditation there is "B". However, if viewed from a lecturer / lecturer who has no permanent functional lecturers, lecturers there is the status of teachers in both schools MI, MTS, MA, elementary school, junior high school and senior high school education who already have two strata (S2). In addition, when viewed from the existing facilities, it is still far from the quality standards. Because this PTAIS establishing the new four-story building of Local Government funds. Seen from this PTAIS output students have a lot to work in the state and private education agencies. But as head of fixed PTAIS will seek to continue to improve the quality PTAIS, to eight (8) National Education Standards can be achieved in accordance with the demands of Regulation no. 19 Year 2005 on National Education Standards.

PTAIS chairman statement as described above is actually quite contrary to PTAIS quality standards, according to Law 19 of 2005 on national education standards are in accordance with the teaching faculty of professional expertise and compulsory education has the rank of S2 and functional, while according to the documentation that is in Kopertais lie within XIII IAIN Sulthan Taha Saifuddin of Jambi, PTAIS led by IR, only has only two functional faculty of 19 full-time lecturers, and still relatively new. While the government regulations for each PTAIS each department has a minimum of 6 lecturers remain functional. In analysis of existing facilities and infrastructure in PTAIS dependent PTAIS totally by itself, but the abundance of one of the educational institutions that have been abandoned. Conditions such as these need to be given serious consideration by local governments and central government for the quality PTAIS forward, then the government can make Kopertais Region XIII IAIN Sulthan Taha of Jambi Saipuddin independently and no longer fused with financing and building IAIN IAIN DIVA, in order to finance the budget control to improve the quality PTAIS by Kopertais region XIII can be budgeted independently as needed. When not coaching, supervision, training will be conducted by the Region XIII IAIN Kopertais STS PTAIS Jambi to be an obstacle.

Based on the fact that the quality of 15 PTAIS there at the moment is very alarming. Due to current students output PTAIS still doubt the quality and still underestimated. It is not independent of the administration PTAIS that still cannot be 100% accurate entrusted, especially viewed from the documentation that the student will take the exam *munaqasah* (final examination) archives from start to KRS (study card plan), KHS (study result card), filing title, a title endorsement, permit research, was never presented as a *munaqasah* test takes place there is only a list of values transcript while not apparent from the origin of that value. In addition, visible when the exam was never a knock hammer *munaqasah* students graduated with honors, good, very good, *coumloude* (fantastic). There was only a student graduated with a Thesis "A", "B", and "C". However, when student graduates, seen a lot of students who graduated with honors and graduated *coumloude* Quite good. Indeed the title read out when the student passes the exam *munaqasah* and with a hammer tap by the chairman of *munaqasah*.

The fact mentioned above, it is contrary to the manual issued by the Region XIII IAIN Kopertais Sultan Taha Saipuddin Jambi to all PTAIS with mutually agreed upon by all PTAIS when the meetings are. In the manual is written all administration regulations such as the adequacy of archival students who want to test *munaqasah*, requirements *nirel* and *nirem* ask students, Exam Quality Control (SMEs), the requirements for being a mentor and lecturer testers, and other regulations that must be implemented by PTAIS for improving the quality of PTAIS. But the facts on the ground handbook agreed with the PTAIS when meetings are carried by PTAIS less under the auspices Kopertais Region XIII IAIN Sultan Taha Saifuddin Jambi.

4. Conclusion

Based on the description above some conclusions can be taken as follows:

1. The Quality PTAIS by the chairman of the Environment Kopertais PTAIS in Region XIII IAIN STS Jambi, still have the quality indicated below from the National Education Standards, although it has been well planned, however, to implement these plans can be implemented optimally less, due to the lack of human resources support in improving the quality PTAIS
2. Factors that become an obstacle for the chairman to improve the quality PTAIS can be internal and external factors. Internal factors may include culture PTAIS which stands under the auspices of the Foundation become autonomous very thick hard to change significantly, it is attested by the authority Chairman of the Foundation for the development of a more dominant PTAIS whereas, Chairman PTAIS less flexibility to implement a policy of its own. While external factors, Chairman PTAIS less coordinate with external parties (central government) to improve the quality of PTAIS in accordance with the National Standards that have been set by the Government.
3. Efforts to do by the Chairman PTAIS, less visible efforts are very significant, it is indicated that PTAIS not fully comply with the rules set by the government and the regulations made by the Region XIII IAIN Kopertais

Jambi STS listed in the guidebook Academic agreed by PTAIS in meetings held throughout and spread throughout PTAIS to be carried on, but apparently less attention and was conducted by PTAIS, this is what makes the effort of the chairman PTAIS still less than optimal to improve the quality of PTAIS.

5. Recommendations

1. Governments need to review the Law no.20 Year 2003 on National Education System, which has not been evenly felt by all the people of Indonesia.
2. Governments need to plan concrete steps on the promulgation of Law no. 14 of 2005 on Teachers and Lecturers and the PP. 19 Year 2005 on National Education with the standards that have not been fully implemented to improve the quality of Higher education in the future, especially with regard to the recruitment of Lecturers PTAIS who have sufficient competence, so as to meet the needs of Subjects.
3. Central government and local governments should coordinate the implementation of PP. 19 Year 2005 on National Education Standards in Private PTAIS particular to obtain equality with the State Islamic University and other PTU.
4. Government and regional governments need to conduct an evaluation of the implementation of quality achievement in Kopertais PTAIS Region XIII IAIN STS PTAIS Edinburgh in particular and in Indonesia in general. This activity is a positive impact on development efforts that continued achievement of quality standards PTAIS, both now and in the future. Those in the formulation and realization of a policy to be followed by maintenance efforts, anticipation, correction, and achieve significant improvements to the human resource development of humanity and balanced sound.
5. Ministry of Religious Centre should formulate measures the direct identification of the implementation of Environmental Quality Kopertais PTAIS in Region XIII IAIN Jambi in order to obtain accurate data in the existing guidance to lecturers.
6. Chairman PTAIS 's in Kopertais Region XIII IAIN STS Jambi as apparatus or renew spearhead the Director General of the Ministry of Religious coaching hand Lecturer in PTAIS should not assign Lecturers who have a diploma or bachelor degree (S1) and teaching does not comply with its scientific competence. This suggests that the lecturer does not meet the required standard of competence in all the policies that have been outlined.

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Author Profile



Dr. Maisah, M.Pd.I. Born on July 11th, 1970 is Doctoral and lecture in the Jakarta State University Management Education Program. She is also a lecturer at Maulana Qari Sheikh STAI Bangko since 2006 until now. In addition it is also a resource person in the training workshop and the Ministry of Religious Jambi and became team CTLD IAIN STS Jambi. January 1 211 was appointed a lecturer at the Graduate program IAIN Sulthan Taha Saifuddin of Jambi, with administer Islamic Education Economics as focus, January 1th, 2012 and was appointed as deputy coordinator Kopertais XIII Jambi region until now. She's research focus on the class Learning Management (Strategies to improve the quality of learning), Standards Teacher Performance and Educational Management.