Elevating Pedagogical Outcomes: A Study on the Efficacy of State Islamic Religious Universities Management in Aceh, Indonesia

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Sections Info	ABSTRACT
Article history: Submitted: July 22, 2023 Final Revised: August 28, 2023 Accepted: August 29, 2023 Published: September 07, 2023 *Keywords:* Academic Performance; Elevating Pedagogical; Higher Education Management; Organizational Effectiveness; Quality Control.	**Objective:** This research aims to examine the efficacy of higher education administration in quality control of Islamic university lecturers in Aceh. **Method:** The study employs a qualitative paradigm, with data gathered through observation, interview findings, and documentation. Informants include campus policymakers (rectors, deans, and department heads) and numerous students who are users. **Results:** Quality planning outcomes are provided through research under the institution's vision, purpose, and objectives. Planning, revision, and verification are used to carry out the program. Its substance encourages attempts to strengthen educational quality control but does not specify the desired results. Quality control management for lecturers is controlled by each component (faculties and departments) using formal and written references. The projected consequences of senior policy managers being able to design an integrity-based university governance model based on enhancing organizational values, norms, laws, management, and organizational structures. **Novelty:** Quality control model novelty consists of five stages, namely (1) control principles, (2) quality implementation, (3) professionalism development, (4) evaluation monitoring, and (5) collaboration strategy.

INTRODUCTION

Islamic Religious Universities serve as educational facilitators, aiming to generate competent graduates in their respective fields. Qualified college graduates, on the other hand, can contribute to expanding human resources (Gurukkal, 2020; Linton & Klinton, 2019). Human development in Indonesia keeps facing progress. In 2019, the Human Development Index reached 71.92. This number increased by 0.53 points or growth by 0.74 percent compared to 2018 (Badan Pusat Statistik (BPS), 2020; Indrawati & Kuncoro, 2021). As a concept of unity between education and the development of the Human Resource Index, it is the priority of government policy (Mukhadis et al., 2019; Munadi, 2020).

In the last five years, there have been drastically increasing critics and sues to Islamic higher education institutions in Indonesia. This illustrates a dark portrait of high education image (Demina et al., 2020; Prasetyo & Fadhli, 2023). Many social problems in mass media addressed to education still need to create necessary outputs for the industrial world (Li, 2020; Machahary & Upadhyaya, 2022; Ruben, 2018; Teixeira & Shin, 2020). Further, the massification of higher education has encouraged the expansion of private institutions to meet the sudden demand for higher education. Superior resources are challenging for State Islamic Religious Universities (Rahman et al., 2023). As a result, it is vital to innovate in implementing the higher education control system (Panigrahi, 2018). The implemented innovation standards are based on

the principles of long-term quality. The program may be implemented if universities have an effective control mechanism through policy execution, institutional capacity building, and improved education and learning services (Bain & Zundans-Fraser, 2017; Prasetyo et al., 2022). Educators are the primary focus of educational institution quality control (Tavakoli et al., 2020). In the context of evaluation to develop Islamic higher education institutions, university administration, by increasing the quality of lecturers, will substantially influence university graduates (Junaidah et al., 2020; Roslina et al., 2023).

On a smaller scale, State Islamic Religious Universities (SIRU) in Aceh require robust quality management systems to produce competitive graduates (Habiburrahim et al., 2016; Hasan et al., 2022). Several variables impacting the quality of higher education instruction must be addressed via management system rejuvenation. Managers should evaluate these objective reasons to produce quality assurance that leaders or academic authorities must be aware of to make some modifications to the sustainable quality control sector (Habibi, 2020; Seyfried & Pohlenz, 2018). Quality control practices are part of educational innovation in higher education. Furthermore, organizational innovation (OI) can affect technical innovation (Bylieva & Nordmann, 2022). Sciarelli is a fundamental aspect of quality improvement in higher education, and lecturers must develop their professional competence (Rismayadi, 2022). It also refers to government regulations on higher education lecturer competency standards (Sciarelli et al., 2020).

As a result, this research aims to look at the impacts and practices of lecturer quality control at SIRU in Aceh. This study is also expected to provide additional information for higher education managers, practitioners, and stakeholders interested in higher education quality. Discussion on the research refers to higher education quality control and its implications for lecturer competence improvement by a quality control model. This research is crucial because most universities only meet the quality standard aspects for accreditation purposes. After meeting the objectives, they will return to their original condition, namely, lack of quality control (Bhushan & Mathew, 2019). Lecturers are a primary component in the learning implementation; without lecturer quality control, there will be no effective learning (Suartini, 2019).

This paper provides practical implications for SIRU policymakers. Particularly in Aceh province, the research model is expected to provide additional insights into quality control to implement an effective quality management strategy. Furthermore, higher education managers must be able to combine technical and organizational innovation, as research conducted by (Habiburrahim et al., 2016; Sayidah et al., 2019). This study explores academia's quality control. This study presents a model fostering effective team dynamics. Key features include defined objectives, roles, responsibilities, authority boundaries, resource access, precise planning, agreed rules, and problem-solving tools.

RESEARCH METHOD

This research is a qualitative descriptive type. There are five SIRU in Aceh province: UIN ArRaniry Banda Aceh, IAIN Lhokseumawe, IAIN Langsa, STAIN Teuku Dirundeng Meulaboh, and IAIN Takengon. The research focuses on three SIRU under the Ministry of Religion in Aceh Province: UIN Ar Raniry, IAIN Langsa, and IAIN Takengon. In collecting necessary data, various methods are used, namely observation, interviews, questionnaires, and analysis of documentation materials. This study avoids any highly structured data collection tools in the approach.

This qualitative descriptive research entails several procedural stages: pre-fieldwork involving interviews and observations of university policy implementers; secondly, the construction of research instruments, including concept maps and interview drafts; and thirdly, conducting interviews in formal and informal forums. Eight informants were sourced, comprising a Rector, Dean, and several lecturers. The data analysis phase employs SWOT-based policy analysis and comparative analysis.

RESULTS AND DISCUSSION

Results

The number of SIRU in Aceh is the largest compared to other provinces in Indonesia. This can be proven by the government's accommodative attitude in providing access to religious education for Acehnese people. In addition, the Islamic social culture of the Acehnese people is very supportive of the education implementation process in these higher education institutions. The existence of quality control serves as an arena for participation in terms of quality correction, development, counseling, and improvement. Quality control is respecting people as members of organizational society in developing a bright and meaningful workplace comfort. The quality control program at SIRU also invites the involvement of all components, including employees. This synergy is established between leaders as policymakers and stakeholders as the stakeholders. The respondents in this study were SIRU lecturers in Aceh Province. Quality control was conducted among our samples, and it discussed three cases by looking at various descriptions of quality control initiative diversity.

Quality Management Control Principles

Quality control has implications for the balance of the higher education system. In the economic aspect, it can maintain stability between quality and cost. Expenditure definition is not only related to material costs but also involves work costs. As a logical consequence of quality education services, there is trust. People have more trust and are even willing to pay additional education costs to institutions that guarantee quality compared to economic institutions without any guarantee for quality.

There will be effective quality control if all components have a harmonious vision regarding quality importance. Quality control is created according to standards, from top management to the most minor units. In principle, quality control is a process from unfavorable to ideal conditions. Quality control as a system focuses on the system and demands commitment from leaders, lecturers, and employees. Quality control functions in controlling quality, while quality assurance is part of ensuring its quality (Kyriakides et al., 2020).

Principally, quality control is a participatory means of continuous quality improvement. There are two main approaches proposed by this model in controlling implementation, comparing the organizational performance of each program dimension with the internal criteria of each institution and each program dimension with external criteria outside the concerned program. Quality control is integral to field operations. These tasks are performed by the Quality Control Team (QCT), with each institution using varying terminology without diminishing its function as a quality control entity. QCT represents a voluntary small working group undertaking quality control within their workspace. Each member consistently contributes to broader organizational quality control, fostering self and collective development, workplace management, and enhancement through quality control methods. QCT creation

initiates at institutional levels, extending to faculties and study programs. TKM is established in each unit on an ad-hoc or permanent basis. However, it becomes anomalous when a quality team is formed solely for accreditation. This collaborative model engages employee or lecturer groups in ongoing quality control efforts through problem identification, analysis, and resolution using periodic quality tools.

Quality Implementation

SIRU's environmental quality policy in Aceh has shifted from an inspection-centered approach to an adaptive strategy emphasizing disability prevention and organization-focused competitive planning. With the implementation of the Independent Campus policy, proactive measures must be taken to strengthen the accreditation of each study program and establish a university network based solely on program-specific science. The policy should then address the management, planning, and control challenges associated with developing information systems for quality control. This study investigates the implications of quality control application for management in a computer-integrated campus environment, given that technological change is inherent.

Greater emphasis is placed on self-control, autonomy, and collaborative roles in SIRU's implementation of quality control. These characteristics are manifested by lecturers' cooperation that goes beyond contract compliance formalities. Self-discipline entails constructing a well-adjusted, high-quality document system responsive to requirements. In the context of higher education accreditation, the formulation of higher education standards refers to management standards established by the national education system or criteria determined by BAN PT. However, there is a potential contradiction between the enhancement of lecturer participation in management decision-making and their limited participation at the level of the fundamental organizational structure.

Table 1. The essential characteristic of quality management is control scope.

Fundamental Aspect			
Control Scope	Implementation of Tridarma	Competency of Scientific Field	Individual Characteristics
Operational Targets	Lecturers Having NIDN; Student Certificate	Academic Qualification;	Individual Performance Professionalism;
Realization	Research Implementation; Academic culture;	Learning operative standards; Lecturers based on competence;	Anticipative effects to new issues;

Related to the control implementation stage, there are three phases of activities taken, namely observing, inquiring further, and seeking to explain. A description of the activity of each stage above briefly is as follows:

(a) The first stage is observation. In the observation stage, quality assurance visits faculty with a developing innovation program. In this opportunity, the Quality Control Team (QCT) will listen to and see various events, issues, and reactions from lecturers and students to the program implementation. The visit in this stage can be seen as a closer orientation to learn more about related programs. There is not only observation but also informal interviews with teachers and students.

(b) The second is the inquiry further stage. In this second stage, any seen or heard issues in the first stage will be selected for attention and further research. Since, in the first stage, assessors have obtained adequate information on related programs, any questions on specific issues to lecturers and students can be more intensive and directed. In other words, there will be a more systematic and directed study of selected issues, but there needs to be a study on the causes of each issue.

(c) The last stage seeks to explain, namely, assessors examine any causes of each issue, starting from exploring any factors leading to the issues. In this relationship, the collected data are arranged and related into situation unity in related institutions. In this stage, it starts to interpret the collected data, which has been arranged and related to various other data. Such information is then used as materials or inputs in decision-making in order to make changes or adjustments to necessary programs. The objectivity of research results is also supported by studies conducted by Alayoubi, Ferreira, Kushner, and Bashori (Alayoubi et al., 2020; Kushner, 2021; Lo-Iacono-Ferreira et al., 2017; Prasetyo et al., 2022)

Professionalism Improvement

The aspect of competence improvement includes the provision of lecturer rights to obtain opportunities to improve competence, opportunities to obtain further education, attend workshop seminars, education, and training, accessibility to information sources, learning resources facility and infrastructure, and conduct research and community service through government assistance or independently. In the aspect of performance improvement as an instrument of individual character, the institution creates a reward and punishment system, such as rewards according to predetermined performance in the indicator component.

Lecturers can also convey their opinions and thoughts in various academic forums. The improvement of lecturers' academic competence is per scientific principles, norms, and values and is carried out per the provisions of laws and regulations. A clear career assurance is a stimulus for improving individual performance. In contrast to private tertiary institutions, there are no contradictory problems such as unilateral termination of employment or not referring to laws and regulations and improper compensation in the research objects. However, the research results can still find the phenomenon of fixed thinking; it is proven that there are restrictions in conveying views and other restrictions that can hinder lecturers from carrying out their professional duties.

The subsequent form of quality assurance is the provision of juridical protection for lecturers in carrying out their duties because many lecturers have received discrimination from higher education leaders, such as acts of violence, threats, and intimidation from the public, the bureaucracy, and other parties. Having a professional mindset contributes to character development. Integrity, harmony between good and right hearts, thoughts, words, and deeds; professionalism, i.e., working in a disciplined, competent, and timely manner with the best results; innovation enhances existing ones and creates new, better things; responsibility to work thoroughly and consequently; and exemplary becomes a way of life.

The accumulated academic and practical achievements reveal professional work methods based on Islamic character. For example, establishing a religious culture in Islamic colleges in Aceh can give authoritative guidance on the significance of internalizing religious values. Elements of Islamic work culture need to be taken seriously and applied systematically in the educational process on campus.

Evaluation Monitoring Activity

Meanwhile, evaluation and supervisory action consist of three general steps, including measuring or investigating any actions taken, comparing the actions with the predetermined standard, determining differences if there a difference, and correcting deviations with corrective action. To improve academic services, the service system must be improved. In this scenario, the SIRU in Aceh creates administrative and secretarial services based on information systems, such as correspondence activities and final project advice. The initiative's efforts are founded on student irritation with bureaucratic matters, which, if not foreseen, decreases public trust and can potentially reduce institutional quality. As a result, a favorable but modest administrator's impatience for reputation would boost student academic performance and institutional quality and ensure the performance prospects of campus educational people. Based on the evaluation results, the information obtained serves as material or input for decision-making regarding the related program in the context of (a) Completion of the program while the program is still under development, (b) Conclusion on the merit-worth of the related education programs compared to other programs.

Collaborative Cooperation Strategy

The cooperation strategy is carried out for campus organization development; in this case, the study focuses on three aspects: education, accreditation, and the internal control system. The development of educational or instructional activities is based on the development of science and technology. Work units take development and implementation of institutional accreditation processes. Work units take development and management of necessary quality systems to achieve good performance. Development of an internal control system is by financial and resource management.

Cooperation, collaboration, information networks, communication, and consultation between lecturers are conducted to form scientific groups and expert groups according to their respective fields of knowledge, to share knowledge experiences, provide encouragement and information about further studies, scholarships abroad and domestically, information scientific activities, career development and the welfare of Lecturers as the bearer of the higher education mission.

Discussion

High education evaluation also covers the field of personal integrity, which can be developed through cognitive and affective aspects (Ogedengbe, 2019; Sharma & Sharma, 2021). A description of the relationship among the affective aspects above can be used as a study reference on education to develop practical and soft-skill aspects. The research findings are corroborated by Paposa and Saho, who elucidate the strong correlation between life skills and the academic service performance of an organization (Paposa & Kumar, 2019; Sahoo & Mishra, 2022). High education quality control gives attention to certain aspects. Referring to Stake theory, evaluation objects in the research context are divided into three categories: antecedents, transactions, and outcomes.

Antecedents are defined as available sources-capital-input when the curriculum is developed, such as personnel, finance, student characteristics, and desired program goals to be achieved. In the case of research, UIN Ar Raniry has advantages due to several factors, such as institutional status that has changed to a university and campus location in the provincial capital. Seeing applicants' interest, Ar Raniry has more numbers than others. However, IAIN Langsa shows a significant development. This is

inseparable from the changed institution's accreditation status from "Accreditation C" to "Accreditation B," which indirectly reflects improvement in the educational process implementation. Transactions include planning activities and field program implementation process, including sequence of activities, time schedules, forms of interaction between teachers and students, how to assess learning outcomes in class, and others. In this case, IAIN faced problems regarding the quantity and quality of Lecturers' human resources compared to other work units.

According to Peurach and Kubaisi, service performance outcomes are evaluated based on students' accomplishments in response to programs and the side effects of related campus programs. This is also related to implementing internal academic and non-academic monitoring and evaluation mechanisms to ensure the accountability and quality of the university and all work units (Peurach et al., 2019; Al-Kubaisi et al., 2022). Quality control in higher education needs references from control procedures in profit organizations such as corporations. It is regarded that the practice of quality control in profit organizations refers to work productivity. Policymakers require a comprehensive management style adaptable to the educational process and maintain the traditional norms of academic freedom. The method of collegial operation is one of the attempts undertaken, as well as an adaptable shape to the policy of autonomous learning. The research findings supported O'Brien (autonomy and fearless), Ponting (autonomy and policy of education effectiveness), and Yirdaw (autonomy and quality) (O'Brien, 2023; Pongsin et al., 2023; Yirdaw, 2016).
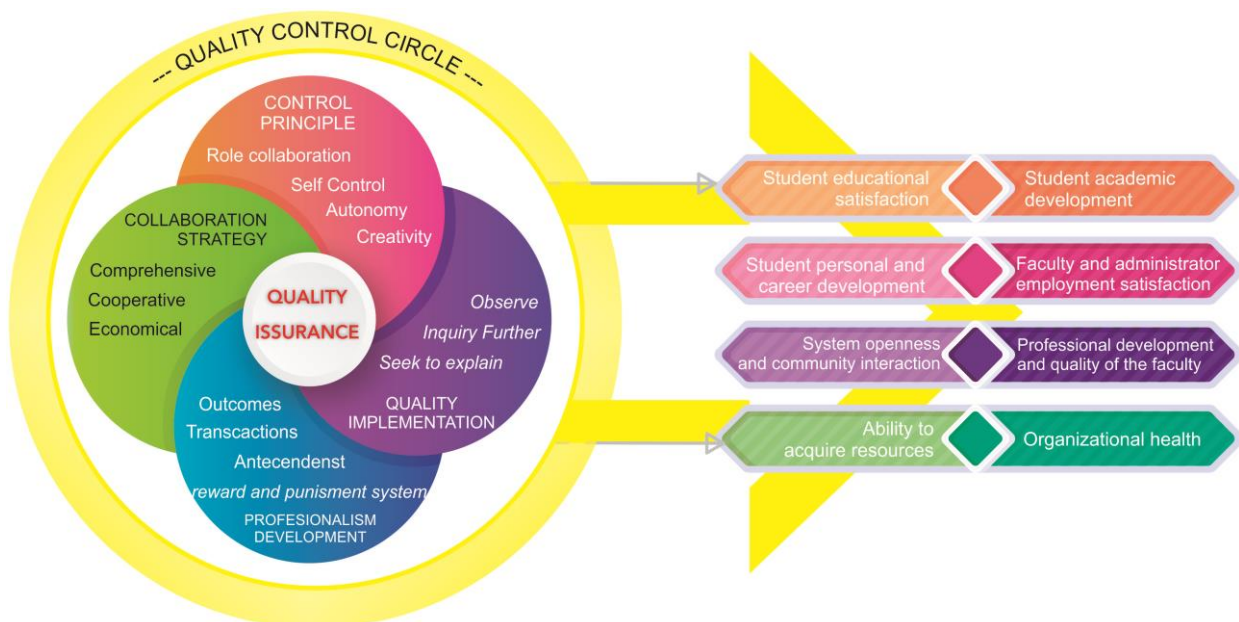

Figure 1. Quality control model novelty.

Figure 1 describes the approach mentioned earlier. This model is called progressive focusing, in which quality control activities are carried out in stages by the increasingly directed focus on interpretation. Description of quality control model novelty consists of five stages, namely (1) control principles, (2) quality implementation, (3) professionalism development, (4) evaluation monitoring, and (5) collaboration strategy. The quality control principle emphasizes the aspects of autonomy, self-control, creativity, and role collaboration. Second, the implementation stage is taken by the observation stage carried out by the quality work team. Third, the following is the

follow-up to existing problems (inquiry further), which is systematically resolved, then seeks to explain, namely exploring causal factors to be resolved. The novelty model gives implications, namely the formation of an effective and efficient work team. Referring to the quality targets or objectives above, there will be an effective and efficient quality work team if it has clear objectives; clarity of member roles, responsibilities, and limits of authority; availability of essential resources; clear work plan; mutually agreed rules of conduct; as well as the appropriate tools to deal with any problems.

Regarding human resources at SIRU, at least two things can be done. First, one of the main benchmarks in prospective teaching staff recruitment is academic ability based on a certain level of education (Master's and Doctorate) determined by the Indonesian Ministry of Religion. In addition, it is also necessary to pay attention to the academic potential of prospective educators through their resulting scientific works in the form of books, journals, articles in newspapers, and research results. Second, regarding the limited formation of civil servant educational staff, it is necessary to seek the appointment of honorary educators by a contract system with reasonable and humane rewards. The research findings supported Bhushan, Brown Prasetyo, and Skerrit's concept (Bhushan & Mathew, 2019; Brown et al., 2016; Siregar & Prasetyo, 2023; Skerritt, 2019).

CONCLUSION

Fundamental Findings: As mentioned earlier in this model, the approach is called progressive focusing, in which a more directed focus stages quality control activity until reaching interpretation. Description of quality control model novelty consists of five stages, namely (1) control principles, (2) quality implementation, (3) professionalism improvement, (4) evaluation monitoring, and (5) cooperation strategy. The research results using sustainable quality improvement theory is expected to formulate an integrated university governance model emphasizing higher education quality control and quality improvement process focusing on university institution organizational value strengthening such as culture, norms, regulation, management, and organizational structure. **Implications:** This research has developed social implications to better account for interpersonal, intersubjective relationships (relationships between lecturers) in universities and the broader social context in which a character of integrity is formed. **Limitations**: The research has limitations concerning the quality of education. Specifically, quality improvement is inherent. Meanwhile, the nature of quality is continuous and requires remarkable improvements, particularly in terms of the system and governance of the organization. **Future Research**: The study's limitations necessitate further exploration, mainly discussing the system aspect of higher education and the governance model of higher education institutions. Moreover, subsequent research needs to address the innovation of higher education development concerning information and digitalization.

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