



## Quality Assurance in Improving the Quality of Human Resources (Multisite Study at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya)

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### ABSTRACT

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The purpose of this study is to describe in depth about 1) policies in improving the quality of Human Resources 2) Standards in improving the quality of Human Resources 3) Implementation in improving the quality of Human Resources 4) Control in improving the quality of Human Resources. This research uses a qualitative type with a phenomenological approach and a multi-site design. Data collection techniques using in-depth interviews, participant observation and documentation study. Data analysis includes single-site and cross-site data analysis, with data analysis techniques: data condensation, data presentation and drawing conclusions. The results of this study are policies to improve the quality of Human Resources implemented by UIN Maliki and UINSA teaching staff: postgraduate and doctoral advanced study programs, learning by research workshops, short courses, professor acceleration programs, lecturer certification, seminars at local, regional and international levels, training in writing articles and books, short courses and group discussion forums, non-educational staff at UIN Maliki & UINSA: workshops, seminars, character building training, work motivation training, opportunities for Hajj & Umrah pilgrimage, Standards for improving the quality of human resources at UIN Maliki & UINSA: refers to the standards set by the government according to the standards of the Constitution and in accordance with the principles of quality assurance from Deming's theory. The implementation of the quality of Human Resources carried out by UIN Maliki & UINSA: through the stages of recruitment of Human Resources, selection of Human Resources, and evaluation of Human Resources as well as Quality Control of Human Resources carried out at UIN Maliki & UINSA through: pedagogic competence, personal competence, social competence, and professional competence.

### KEYWORDS:

Quality Improvement, Quality Assurance, Human Resources

### 1. INTRODUCTION

Human resources have a central position in realizing organizational performance in every institution, especially in improving the quality of education. Human resources are a key factor in increasing work productivity, so it is very appropriate to place humans in their function as development resources. Human quality as quality human resources will be

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well empowered in achieving the vision and mission of the organization and improving the quality of education. Empowerment of human resources is very important in an effort to carry out their respective duties and responsibilities so that the effectiveness and productivity of organizational work can be achieved properly. This empowerment must be carried out on an ongoing basis with the principle of quality improvement in improving organizational performance in every component in educational institutions, both starting from management at the lower, middle and top management levels. (Mutohar, 2019).

Human resources are the main component for the success of educational programs in tertiary institutions in order to realize their vision and mission. Universities must have a complete human resource management system in accordance with planning and development needs. Improving

quality assurance requires serious efforts to evaluate comprehensively. An educator must continue to develop in serving students in providing information. Educators must also prepare themselves for technological developments and remain optimistic about their optimal use. (Ransall, 2007).

The existence of the Indonesian nation as a developing country which is currently in the arena of competition in increasing national productivity in the global era, its implementation is heavily influenced by the capabilities of Indonesia's human resources themselves, especially those related to the ability to master science and technology as well as strengthening faith and piety towards True God. This is very important to form quality Indonesian human resources and have strong national character to compete with other nations in the world at this time. . To create a quality nation, it must start from providing quality educational institutions, because educational institutions will produce quality and superior human resource competencies. Therefore, tertiary institutions must improve themselves by improving the quality of their processes and product competencies in accordance with the agreed vision and mission. Higher education as a formal educational institution in Indonesia must be able to show its existence as an educational institution that is able to compete in the global era which will be in great demand by users of educational institutions, because it is able to respond to the demands and needs of society at large (Sallis, 2006). The large number of tertiary institutions that produce graduates every year and coupled with the similarity of study programs in each tertiary institution so as to produce a large number of graduates, makes tertiary education must improve in improving the quality of each graduate so that it remains able to compete in society (social needs), the world of work ( industrial needs) and professional (professional needs) as users of higher education graduates (Dani, 2017).

Universities, in this case as community service providers in the field of education, the survival of tertiary institutions cannot be separated from the supporting community and interested communities (stakeholders). There is a relationship of exchange and giving (take and give) between universities and the community, and vice versa. Therefore, it is only natural that universities are held responsible for the services promised to the community. Demands for accountability and responsibility require universities to provide quality assurance to the community (Okabio, 2007). Improving the quality of education is by implementing quality assurance. Education quality assurance (quality assurance) is intended to meet or through national education standards on an ongoing basis (continuous improvement, as an effort to meet primarily the internal needs of stakeholders (students, educators, teaching staff) (Ministry of National Education, 2010).

The government announced the establishment of quality assurance for all tertiary institutions through a higher

education quality assurance system (Dikti quality assurance system). Based on Law no. 12 of 2012 concerning Higher Education, this higher education quality assurance system includes the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) or better known as Accreditation. The Higher Education quality assurance system is an internal and external quality assurance system. This higher education quality assurance system is an integration of the internal and external quality assurance systems following the issuance of Government Regulation (PP) No. 19 of 2005 concerning National Education Standards which among other things states that every education unit on formal and non-formal channels is required to guarantee the quality of education (Bancin, 2017).

Quality assurance in a more transformative sense can be interpreted as a qualitative change that continues to increase. To achieve quality in this sense, in its application in the higher education sector, quality assurance requires two things, namely empowerment for those who participate in the education process and also an increase in educational implementers. On that basis, the quality of graduates from a tertiary institution should have the ability not just added value or excellence but have a wider coverage area which concerns; knowledge, ability to always learn, intellectual toughness, ability to work in modern organizations or institutions, interpersonal skills as well as the ability to communicate effectively and persuasively (Sriwiadi, 2001).

Many efforts have been made to develop the quality of education, so that in this case the first step taken by the government in improving the existence of education is one of them by making improvements in the field of national education research projects, so that it is hoped that this activity will be able to solve educational problems related to problems of increasing and equalizing quality. education, essential issues and effectiveness related to the teaching and learning process. Thus the existence of education can adapt in harmony with the times so that with this it is able to increase human dignity (Diana and Tjiptono, 2003).

The importance of higher education quality assurance has been mandated by the Government since 1990 as stated in Government Regulation Number 30 of 1990 concerning Supervision and Accreditation, Republic of Indonesia Law Number 20 of 2003 concerning the National Education System (Chapter XVI concerning Evaluation, Accreditation and Certification), RI Law Number 12 2012 concerning Higher Education (Chapter III concerning Quality Assurance). The essence of the mandate, that "Management of higher education units is carried out based on the principles of autonomy, accountability, quality assurance, and transparent evaluation" (RI Law Number 20, 2003). Thus, quality assurance is one of the principles that needs to be realized in the management of education at the Maulana Malik Ibrahim State Islamic University (UIN Maliki) Malang and at UIN Sunan Ampel Surabaya.

## II. LITERATURE REVIEW

### A. Quality Assurance in Higher Education

Quality education is education that is able to produce graduates who have abilities or competencies, both academic competence and vocational competence, which are based on personal and social competence, which as a whole are referred to as life skills. Life skills education is quality education, both quality in fact and quality in perception. Quality educational institutions are the hopes, demands and needs of society at large. Society needs the availability of quality institutions that are able to deliver the sons and daughters of the nation to get quality education and learning. Quality education will be able to help and prepare quality human resources in accordance with the demands and developments of science and technology. Quality higher education has the following characteristics; (Masduki and Mutohar, 2018).

Quality higher education has the following characteristics:

1. Performance (performance). Performance is a very important thing to realize in educational institutions, because it is closely related to the functional aspects of educational institutions. Performance can determine the productivity and success of tertiary institutions in achieving the vision and mission of the institution.
2. Timeliness (reasonable time) or it can be said in terms of completion on time. Timeliness in carrying out studies is a very important thing to note in improving the quality of education.
3. Reliability (reliable). Reliability in carrying out education and learning is the key to the success of an educational institution, starting from basic education institutions to higher education institutions.
4. Durability (endurance). This resilience is very important for educational institutions to have in dealing with various existing problems and competition that constantly exists to be better.
5. Aesthetics (beautiful). The beauty of an educational institution can show that the educational institution is neatly arranged and well managed so that it becomes its own attraction.
6. Personal interface (human relations). The occurrence of good interpersonal relationships makes it one of the characteristics of quality educational institutions and is in demand by the community.
7. Easy to use (easy to use). Easy to use is something that must be considered by educational institutions for potential resources both human and non-human in improving the quality of education.
8. Featured (special form). A special form that becomes a certain advantage must be created by each institution so that it becomes attractive and competitive in developing educational institutions that are of interest to the public.

9. Conformance to specifications (certain standards). Standards owned by educational institutions have a very important role in improving the quality of education.
10. Consistency (Consistency). Consistency is closely related to constancy, constant, or stability so that it can show a high commitment to improving the quality of education.
11. Uniformity (uniform). This condition is important to pay attention to in carrying out the rules and values that exist in educational institutions.
12. Service ability (able to serve). Service is one of the benchmarks in improving the quality of education in tertiary institutions. The academic community must be able to provide excellent service, both to students and to other parties who have an interest in educational institutions.
13. Accuracy (precision). Service accuracy. For example: universities are able to provide services in accordance with what customers or internal and external stakeholders want.

#### a. Definition of Quality Assurance

According to Suparlan Quality Assurance is an act of guaranteeing quality that places more emphasis on process issues. In the sense of carrying out the process of establishing and fulfilling management quality standards in a consistent and sustainable manner so that consumers, producers and other interested parties obtain satisfaction. From this definition there are three things that need to be clarified, the first is about quality assurance, the second is about quality and the third is about the efforts made so that quality assurance can be realized. (Suparlan, 2005).

According to Jerome S. Arcaro quality assurance is a structured process to improve the resulting output and is based on positive efforts made by individuals (Arcaro, 2007). So every individual has a very important role in producing something. Quality is also interpreted as an overview and overall characteristics of goods or services that demonstrate their ability to satisfy stated or implied needs (Chatab, 2000).

#### b. Quality Assurance Principles

Edward Deming argues that although quality includes conformity of product attributes with consumer demands, quality must be more than that. Deming states 14 important points that can lead managers to achieve quality improvement, namely: Creating certainty of goals for product and service improvement, Adopting a new philosophy where defects are unacceptable, Stop doing business on the basis of price alone, Stop depending on mass inspection, Keep continuing to improve the production system and services, Institute modern methods of job training, Institutionalize leadership, Eliminate interdepartmental barriers, Eliminate fear, Eliminate reduce the number goals on workers, Eliminate target-based management, Remove barriers that

demean hourly workers, Institutionalize conscientious education and training programmes, Creating a structure in top management that can carry out the transformation as in the points above (Sallis, 2010).

The opinions of the experts above provide an important foundation in the development of studies and research in the field of quality management. In essence, it can be understood that what is needed for improvement is the quality of the application of knowledge in an effort to improve and develop the quality of products or services on an ongoing basis. In the context of higher education, quality is conceptualized as a standard of ability or performance, where higher education in tertiary institutions is considered quality, if (Anastasia and, Fandy and Tjiptono, 2000).

- a) Higher Education is able to determine and realize its vision through the implementation of its vision and mission (deductive aspect).
- b) Universities are able to meet the needs of stakeholders (inductive aspect), in the form of: societal needs, industrial needs, professional needs.

#### **c. Quality Assurance Measuring Tool**

To achieve the goal of quality assurance, national tertiary institutions can design and implement a higher assurance strategy that refers to the quality assurance guidelines stipulated by the Director of Higher Education, the Ministry of National Education or other relevant standard guidelines such as ISO9001:2000 Malcolm Baldrige, and the Balanced Scorecard. These three things are tools that are used as a barometer for measuring the performance of an educational institution. The seven criteria or MBNQA (Malcolm Baldrige National Quality) categories that will be used to assess are criterion 1 (Leadership), criterion 2 (Strategic Planning), criterion 3 (Student and Stakeholder Focus), criterion 4 (Information and Analysis), criterion 5 (Faculty and staff Focus), criterion 6 (Educational and Support Process Management) and criterion 7 (Organizational Performance Results). From the measurement results, it will be possible to identify weak points and then look for the right recommendations as improvement strategies so that human resource development can run optimally (Vincen, 2007).

#### **d. Types of Quality Assurance Activities**

Types of formal and non-formal education quality assurance activities consist of: (Regulation of the Minister of National Education, 2009).

- 1) Determination of education quality assurance regulations by the government, provincial government, and district or city governments based on statutory regulations;
- 2) SPM determination.
- 3) SNP assignment.

- 4) Establishment of standard operating procedures (POS) for education quality assurance by education unit administrators or education program administrators.
- 5) Establishment of standard operating procedures (POS) for quality assurance at the education unit level by the education program unit
- 6) Fulfillment of reference quality standards by educational program units
- 7) Compilation of curriculum by educational units in accordance with quality references
- 8) Provision of resources by education unit organizers
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- 17) Provision of resources by education unit organizers

#### **e. Quality Assurance Mechanism**

The process of improving the quality of higher education cannot be separated from the quality management process. This process can be carried out with the PDCA cycle (plan, do, check, action). The main substance of educational quality assurance is carried out using the PDCA (Plan – Do-Check -Action) cycle approach in the education delivery process (Foster, 2007).

- a) Quality planning (Plan)  
The existence of planning is related to quality planning, including establishing quality policies, establishing quality objectives and their achievement indicators, and establishing procedures for achieving quality objectives.
- b) Implementation (Do)  
Do, there is an implementation of what has been planned. So to guarantee the quality of education, the entire educational process, including educational administration services, is carried out in accordance with the specified SOPs.
- c) Evaluation (check)  
There is monitoring, inspection, measurement and evaluation of the implementation and implementation results including internal quality audits.



d) Action (Act)

There is follow-up and improvement of the evaluation results. Develop improvement plans and compile reports on the implementation of educational programs. Below is an overview of Quality assurance.

**f. Duties and Functions of Quality Assurance**

The quality assurance organization of a tertiary institution, in addition to being inherent in the management process of the tertiary institution, can also form a quality assurance agency or institution which is a higher education management tool that is responsible to the chancellor, whose duties and functions of the quality assurance organization include: (Nalbani, 2013).

- 1) Compile tools or standards needed in the framework of implementing a quality assurance system.
- 2) Organizing training socialization and quality assurance cooperation
- 3) Coordinating, facilitating and motivating quality assurance activities in each work unit.
- 4) Evaluating the implementation of the quality assurance system
- 5) Periodically report the implementation of quality assurance for each quality period.
- 6) Develop implementing a higher education quality assurance system

**B. Quality of Human Resources in Higher Education**

Human resources are the most important human resources owned by a tertiary institution, in other words that human resources can make other resources of a tertiary institution function. However, the human resources possessed by each tertiary institution are not automatically capable of working effectively without a comprehensive and systematic human resource development program. The development of human resources is absolutely necessary if higher education wants to develop, progress and exist. So the biggest activity of tertiary institutions is to develop human resources so that they can be used effectively and efficiently so as to achieve the expected productivity, as stated by Sondang Piagian that "good human resources are aimed at increasing the contribution that can be made by workers in the organization towards achievement of organizational goals." Career development is a form of coaching and employee development in order to improve and increase the effectiveness of work implementation by workers so that they are able to make the best contribution in order to realize the goals of a tertiary institution (Irianto, 2010).

**C. Policy for Improving the Quality of Human Resources in Higher Education**

Improving quality is actually a problem that is closely related to policies, commitments, and priorities for the development of these higher education institutions. But issues of culture and climate, as well as a sense of optimism are other issues that must also be built so that the quality of institutions and human resources can be further improved and developed (Eris, 2012). Improving the quality of institutions and human resources can be done through macro and micro approaches. A macro approach can be developed through structuring the bureaucratic system, transparency (openness), empowering human resources for lecturers and staff (employees). Meanwhile, the micro approach can be carried out through internal arrangements in these higher education institutions, namely at the faculty level, study programs, to the arrangement of research institutions, community service institutions, technical implementation units, and cooperative relationships that are built comprehensively (Armstrong, 2004 ).

Thus, the educational human resources referred to here include: (1) teaching staff, consisting of supervisors, examiners, teachers/lecturers, and trainers; (2) educational functional staff, consisting of overseers, supervisors, researchers and developers in the field of education, and librarians; (3) educational technical personnel, consisting of laboratory assistants and learning resource technicians; (4) education unit management staff, consisting of school principals, directors, heads, rectors, and heads of non-school education units; and (5) other personnel dealing with educational managerial or administrative matters. (Handoko, 2000).

The success of an educational institution in carrying out its mission is largely determined by the quality of the systemic elements that contribute to improving the quality of the transformation process and the quality of the work of educational institutions, such as educational staff, facilities and infrastructure, costs, students, community, and the supporting environment. Of the many subsystems that contribute to the quality of educational processes and outputs, in the sense of educational outcomes, the education staff subsystem has played the most essential role (Mulyati, 2000).

**D. Standards for Improving the Quality of Human Resources in Higher Education**

**a. Standard Setting**

Universities choose and set their own higher education standards for each educational unit, these standards are needed by tertiary institutions as a basic reference in order to realize its vision and carry out its

mission. These basic references include the minimum criteria from several aspects related to the implementation of higher education, besides that the standard is also intended to spur tertiary institutions so that they can improve their performance in providing quality services as a tool to encourage transparency and public accountability in carrying out their main tasks.

**b. Implementation and Monitoring**

Implementation of quality assurance is based on documents, namely academic documents and quality documents. Academic documents as plans or standards that contain directions, or policies, vision, mission, educational standards, research, and community service as well as academic regulations, while quality documents as quality instruments consist of quality manuals, procedure manuals, work instructions, supporting documents, and goods to ensure that the standards set have been implemented, fulfilled, evaluated and improved within the framework of escorting and controlling the activities or activities of the educational unit. To meet standards, it is necessary to carry out monitoring and evaluation (monev) so that the performance of the education unit is always monitored so that it becomes effective and efficient.

**c. Self Evaluation and External Colleague Evaluation (Internal Audit)**

This evaluation can only be carried out if monitoring results have been obtained, therefore the monitoring and evaluation process needs to be implemented continuously with the emphasis that this activity is not to find fault but to carry out continuous corrective actions. The internal monitoring and evaluation process can be carried out by a team that stands alone and consists of several personnel, in which the personnel must be free from interests in the sense that the unit will not be audited, have an honest, egalitarian, impartial attitude, and not find fault .

**E. Implementation of Improving the Quality of Human Resources in Higher Education**

**a. Human Resource Quality Planning**

Human resource planning is the main function that must be carried out in an organization, in order to provide guarantees for the availability of the right lecturers and staff to fill various positions, positions and the right job at the right time (right man in the right place). This is done for various goals and objectives that have been set. Andrew E. Sikula quoted by Mangkunegara stated that human resource planning is (Mangkunegara, 2015).

"Human resource manpower planning has been defined as the process of determining manpower requirements and the means for meeting

those requirements in order to carry out the integrated plans of the organization."

Broadly speaking, human resource planning is defined as the process of determining human resource needs with the aim of aligning these needs with the overall organizational plan. Another opinion cited by Mangkunegara is George Milkovich and Paul C. Nystrom, who define human resource planning as follows,

"man power planning is the process (including casting, developing, implementing, and controlling) by which of firm ensure that is has the right number of people and the right place, at the most economically usefull".

Human resource planning is a process of forecasting, developing, implementing, and controlling that an organization ensures that it has the right employees and places them correctly at the right time and has economic benefits.

Werther and Davis in Sutrisno reveal that systematic planning is about estimating the needs and procurement of staff (Sutrisno, 2009). This planning is carried out to anticipate and meet the needs of the organizational environment in the future, human resources are closely related to the identification of various problems, threats and opportunities in the organization and organizational environment. Human resource planning cannot be separated from a swot analysis (strength, weakness, opportunity, and threat) which is carried out beforehand to see the state of the organization as a whole at that time.

**b. Training and development**

Training or training is an activity or effort to increase the knowledge and skills of an employee or workforce in carrying out certain tasks or jobs. Training and development can help to ensure that organizational members have the knowledge and skills needed to carry out their jobs effectively, take on new responsibilities and adapt to changing conditions. This training focuses on teaching organizational members (human resources) how they can carry out their jobs and helping them acquire the knowledge and skills needed for effective performance. Whereas development focuses on building the knowledge and skills of organizational members so that they can be prepared to take on new responsibilities and challenges.

Before designing a training and development program, managers should provide a needs estimate to determine which employees need training and development and what kinds of knowledge or skills they need.

These training and development activities need to be based on the basic principles of training program implementation, namely: (Djojonegoro, 2012).

- (a) Individual motivation
- (b) Recognition of individual differences
- (c) Opportunities for practical activity
- (d) Strengthening or reinforcement
- (e) Feedback on learning outcomes
- (f) Learning objectives to be achieved
- (g) Learning situation
- (h) Transfer of learning, and
- (i) Follow-up

**c. Evaluation of Human Resource Improvement**

The final stage in the process of increasing human resources is conducting an evaluation of the programs implemented, measuring the effectiveness of the programs that have been achieved. This stage is an important stage because it will show the extent to which the benefits obtained by the organization through these programs. Therefore the human resource improvement department must document these efforts and show management that these efforts are truly businesses that provide benefits to the organization.

Basically, the evaluation of a quality improvement program must include several aspects, namely: (1) participants' responses to the program being implemented, (2) the extent to which participants have studied and mastered the material provided, (3) the ability of participants to apply the new knowledge they have learned. obtained and (4) whether the objectives of the planned development program have been achieved (Moehariono, 2009).

Evaluation of a program by asking participants is a relatively inexpensive approach and is an immediate response and suggestion in improving the next quality improvement program. However, evaluation in this way is sometimes more based on the opinions put forward which cannot be answered immediately.

Evaluation of the material obtained while participating in the quality improvement program by conducting a pretest - posttest, namely a method of using the same test given before and after the development program. Comparison of the results obtained can be used as an illustration of the extent to which the material has been understood by the participants. Another way that can be done is the control group design, namely by testing the group of employees who take part in the program.

Quality improvement and groups of employees who do not participate in the development program. The results obtained from the

two groups can be used as an illustration of the extent to which the material can be understood.

**F. Control of Quality Improvement of Human Resources in Higher Education**

The implementation of the quality assurance system in tertiary institutions in Indonesia is currently inseparable from the quality assurance process cycle from Deming, which is often known as the PDCA system (Plan, Do, Check, Action). The implementation of this cycle has a check stage which is the implementation of the evaluation function in carrying out control over the quality of education and learning that will be produced in tertiary institutions. The implementation of this Check cycle in a quality assurance system is often referred to as quality control.

Quality control in the process of education and learning in tertiary institutions often uses process evaluation and student learning outcomes. Process evaluation is carried out when the learning process is in progress using observations of students' activeness in expressing opinions and solving various learning problems in class or in the form of formative tests. The evaluation of results is carried out with a summative test which is held at the end of the semester or the end of the lecture

Higher education quality control is a very important thing to implement in a higher education quality management system. The quality of academic services needs to be continuously improved so that goals can be achieved properly and optimally. To be able to achieve goals effectively and efficiently in the implementation of education and learning in tertiary institutions, it is necessary to have a good and appropriate quality control system, because the quality control system is implemented in an effort to create quality and highly competitive tertiary institutions. This quality control is also a process of the quality assurance system that exists in higher education institutions. Quality control in the higher education quality assurance system process (Madsuki and Mutohar, 2019).

**III. RESULTS**

**A. Policies for Improving the Quality of Human Resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya**

UIN Maliki and UINSA make efforts to improve the quality of human resources through various collective and individual activities. This activity is intended for all human resources working at UIN Maliki and UINSA, both lecturers and staff. Improving the quality of human resources at UIN Maliki and UINSA has been carried out through a quality assurance agency (LPM) as the activity organizer. These two bodies are responsible for the quality of all human resources at UIN Maliki. Recruitment, selection, development and evaluation of human resources are carried out by these two bodies.

However, this does not rule out the possibility for lecturers to independently participate in activities that can improve their quality both on and off campus. Forms of improving the quality of human resources independently that can be carried out by educators are by cultivating reading, writing journals, conducting independent research, taking an active role in society, being active in associations, and so on.

**B. Standards for Improving the Quality of Human Resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya**

The quality standards of UIN Maulana Malik Ibrahim and UIN Sunan Ampel Surabaya are based on 14 quality principles of Deming.

- a. Creating certainty of product and service improvement goals
- b. Creating certainty of product and service improvement goals
- c. Creating certainty of product and service improvement goals
- d. Creating certainty of product and service improvement goals
- e. Remain and continue to improve production systems and services
- f. Institute modern methods of job training
- g. Institutionalize leadership
- h. Eliminating barriers between departments
- i. Get rid of fear
- j. Eliminate / eliminate slogans, exhortations and targets
- k. Target based management
- l. Eliminate the barriers that humiliate hourly workers.
- m. Institute a rigorous education and training program
- n. Creating a structure within top management that can carry out the transformation.

**C. Implementation of Improving the Quality of Human Resources at UIN Maliki and UINSA**

Recruitment activities are carried out by taking into account the applicable legal aspects in order to obtain the required number of workers. The purposes and importance of this recruitment are: (1) determining the need for recruitment, (2) increasing the number of job applicants efficiently, (3) helping to increase the rating of the selection process by reducing the number of job applicants who are under qualified or over qualified. (4) reducing the possibility of quitting or transferring after being appointed, (5) fulfilling the organization's obligation to implement an equal employment opportunity program, (6) identifying and preparing potential job candidates, (7) increasing organizational

and individual effectiveness both for the short term and length and, (8) assess the activity of various recruitment techniques and locations.

UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya conducted recruitment and selection in several stages. The process of recruiting and selecting human resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya is carried out by LPM. In this case LPM is in charge of recruiting and selecting human resources as a whole, LPM carries out selection as contract human resources or selection as permanent human resources. LPM centralized recruitment and selection system. In the process of recruitment and selection of human resources, faculties are given the authority to submit prospective lecturers who are proposed to become new lecturers when the selection of lecturer appointments is still carried out. Appointment and awarding of decrees is also carried out by the center, not the faculty. The faculty is also given the authority to accept various applications so that this becomes one of the steps in the selection process. This means that the faculty has the authority to conduct administrative selection of applicants. So that the faculty understands better what kind of human resource needs are needed, of course, with this authority they can also find out the qualifications of applicants in terms of teaching experience, organizational effectiveness, and educational history.

**D. Control of Quality Improvement of Human Resources at UIN MALIKI and UINSA**

Improving the human resources of UIN Maliki and UINSA is carried out in several ways, improving the quality of teaching staff through seminars, workshops, character training, applied approaches, short courses, guest lectures, and character building. Non-lecturer staff also receive the same training, but the themes and objectives of the training are of course different. So in short, improving the quality of human resources at UIN Maliki and UINSA is carried out to ensure that teaching and non-lecturer staff work according to predetermined standards. Excellent service that must be provided to stakeholders has a major influence on the progress of individuals and faculties. By doing the best work possible, at least the lecturers and staff have been able to apply the concept of quality in work, which in Islam quality is defined as a good deed.

**V. CONCLUSION**

The conclusions from research on policies in improving the quality of human resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya above include:



1. Policies for improving the quality of human resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya for teaching staff are carried out by: continuing Masters and Doctoral studies, learning by research workshops, lecturer certification, seminars at local, regional and international levels, study international appeals, group discussion forums, professor acceleration programs, guest lectures, joint degrees, short courses. non-educational staff; work motivation training, character building training, workshops.
2. The quality standards for human resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya refer to the standards set by law. The human resource management planning strategy at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya refers to all of the university's rules.
3. The form of evaluation of the performance of human resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya is carried out by LPM on lecturers and staff in a programmed manner.
4. Implementation in improving the quality of human resources at UIN Maliki and UINSA are; human resource recruitment, human resource selection, and human resource performance evaluation,
5. Control in improving the quality of human resources at UIN Maulana Malik Ibrahim Malang and UIN Sunan Ampel Surabaya refers to four competencies, namely: pedagogic competence, personal competence, social competence and professional competence.
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