

ACCREDITATION-BASED QUALITY BUILDING RECONSTRUCTION TOWARDS EXCELLENT PTKI

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Received: 26/05/2022	Revised: 20/09/2022	Approved: 21/09/2022
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DOI: 10.32332/akademika.v27i1.4883



Accreditation-Based Quality Building Reconstruction Towards Excellent PTKI
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Abstract

The main problem and spectrum that is always faced by Indonesian Islamic Higher Education (PTKI) is the low and not optimal quality of the three missions of higher education, namely education, research, and service. Various problems related to this are increasingly visible from the fact that the system's alignment, and policies to the institutional leadership structure seem to leave quality as an agenda, and programs are not prioritized. Therefore, the aspects and functions of quality management at PTKI are important. Improvement in Quality Management in PTKI should be oriented to build a quality culture in all components and elements of the academic community. The most urgent quality culture for PTKI that must be done in meeting quality standards is to strengthen the system and meet the accreditation standards that have been required to achieve maximum results. In the context of accreditation, building quality must also strengthen the position in the sector of coordination, synchronization, and supervision between the entire academic community. The most urgent quality culture for PTKI that must be done in meeting quality standards is to strengthen the system and meet the accreditation standards that have been required to achieve maximum results. The transformation of seven criteria into 9 criteria in the accreditation system has consequences and consistency in the assessment aspect that leads to the outcomes (achievements of the process and usefulness) that have been passed by PTKI with various implementations based on its quality standards/guidelines. This research uses qualitative methods that are descriptive-analytical and seeks to analyze how the supporting factors of quality culture exist PTKI. This study uses a qualitative method that is descriptive-analytical and seeks to analyze how the factors supporting the quality culture in PTKI.

Keywords: Accreditation, Institutional Management, PTKI Quality

A. Introduction

Accreditation is an external quality assurance system as part of the higher education quality assurance system. Systemically, accreditation is carried out to

determine eligibility: first, higher education institutions are based on criteria and instruments that refer to the National Higher Education Standards. Second, the orientation and focus of accreditation implementation are implemented to provide external guarantees to higher education institutions both in the academic and non-academic fields as a real effort to protect students and the community.

In the context and perspective of PTKI, the same thing above is also applied. Once again, accreditation at PTKI must be understood as the determination of quality standards and the assessment of an educational institution (in this case higher education) by parties outside the educational institution itself. The final implementation of this accreditation, of course, is how PTKI achieves the superior predicate based on the presentation of instruments and evidence about the quality itself which is verified during the field visitation process or field assessment by the assessor.

Substantially and in content, the transformation of this latest accreditation is not much different from the previous accreditation which measured quality achievement on aspects of 7 criteria. The striking difference in this transformation is the breakdown of instruments or indicators of research and community service and student instruments as separate indicators. However, if we look closely, the partitioning of these components is due to the fact that PTKI are more focused on developing a quality system for each of these components. This is what causes the latest accreditation system to place instruments or indicators of achievement (read: outcome) on all components or indicators from 1 to 8 in the process of filling out quantitative forms, Main Performance Indicators (LKPT) forms and self-evaluation reports. In the self-evaluation report, universities must be able to concretely "uncover" the achievements in the threefold missions of higher education aspects that have been carried out in the previous 5 years. The strength and ability of narratives and evidence are very supportive parameters to see the various sides of this achievement.

As an instrument to measure and evaluate the quality of a higher education institution (PTKI), of course, the accreditation process must be interpreted as an aspect of the purpose and method of assessment. Looking at the objectives and methods as well as the assessment process, of course accreditation is a form of standardization. Standardization in the context and perspective of PTKI is very important if we want our PTKI to progress. For example, with the same standard, graduates of a bachelor of education from PTKI A will be relatively equal to a graduate of education from PTKI B.

From description above, accreditation can be transliterated into an important medium to maintain sustainability and even improve and develop the quality it has achieved. Higher education that cannot maintain its quality stability will 'fall'. And in the end, it is the people who will be harmed. But until now there is still a slanted tone about this accreditation, especially protests from parties who have dropped the value of accreditation. If the quality is always maintained then the accreditation value should not decrease. If with the same standard, but there has been a decline, there must be something wrong. Because for institutions, accreditation helps to find out the extent to which it has met the quality criteria that have been set by the government or national standards of education as a minimum quality standard; as a reference for all parties to the institution to evaluate the performance of the institution and short-term and long-term planning; as a basis for improving and improving the quality of education in the future as part of continuous quality improvement; and as a form of compliance with government-established regulations and as part of public accountability.

B. Method

The research method used by researchers in this study is a qualitative approach with a descriptive method. The research method used is qualitative. "Methodology is the process, principles, and procedures we use to approach problems and find answers". A qualitative research method is a research used to examine natural objects where the researcher is a key instrument, data collection techniques are carried out in combination, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The purpose of this descriptive study is to make systematic, factual, and accurate descriptions, drawings, or paintings regarding the facts, properties, and relationships between the phenomena under investigation (Mulyana, 2008).

C. Findings and Discussion

1. Terms and Quality Assessment Parameters in the PTKI Accreditation System

Accreditation is a quality assurance process controlled by standards, policies, and procedures (O'Brien, 2010, p. 1). From this definition, it is clear that accreditation is an effort to measure the achievement of a quality that has been achieved by an organization. Accreditation is a form of assessment (evaluation) of the feasibility and quality of a university or study program carried out by an independent organization or body outside the university. Another form of external quality assessment is an assessment related to accountability, licensing, and licensing by certain bodies.

Parameters of quality achieved through the accreditation mechanism are measured from two aspects. The first aspect, process, accreditation is the Government's effort through the extension of the National Accreditation Body for University to assess and determine the quality status of higher education based on predetermined quality criteria. The second aspect, results, accreditation is the quality status of higher education that is announced to the public. Therefore, in its implementation, accreditation is carried out with and through rules and procedures that have been prepared according to proper standards and should be carried out by a university (read: PTKI). With this term, of course, "anecdotes" about instruments that are made too far-fetched and do not measure the ability of a higher education institution, of course, are not true. Because implicitly the context of accreditation is how universities (PTKI) have a great passion in building quality in every academic activity they carry out.

Therefore, National Accreditation Body for University has made the assessment criteria clearly stated in the rules, dimensions, and elements of the accreditation. These criteria in a transparent, accountable, and responsible manner are used as benchmarks or assessment parameters (O'Brien, 2010, pp. 3-6). For more clarity, as the following table.

Table 1. Rules, Dimensions, and Elements of Accreditation Assessment

Rules of Assesment	<ol style="list-style-type: none"> 1. Assessment of accreditation is directed at outcome-based accreditation. 2. Accreditation assessment is carried out in a comprehensive and comprehensive manner that includes elements of compliance with the National Higher Education Standards (SNDikti) and conformance as measured by quality performance in the context of public accountability. 3. Accreditation assessment covers aspects of condition, performance, and achievement of academic and non-academic quality of study programs or higher education institutions. Therefore, the accreditation assessment must include the Input-Process-Output-Outcomes of the university administration. The weight of the assessment is determined with the highest priority (highest weight) on the aspects of output and achievement, followed by process and input aspects. 4. Accreditation assessment is based on the availability of evidence-based and valid and traceability of each aspect of the assessment. 5. The accreditation assessment measures the effectiveness and consistency between documents and the application of the higher education quality management system through the internal quality assurance system (SPMI), which includes aspects of setting higher education standards by universities that go beyond SN-Dikti. 6. The accreditation assessment is based on a combination of quantitative and qualitative assessments. 7. The accreditation instrument contains descriptors and indicators that are effective and efficient and are believed to be determinants of each element of the assessment. 8. Accreditation instruments have the ability to measure and sort out the quality gradations of higher education institutions. Higher Education Accredited Ranks consist of accredited good, excellent, and excellent (O'Brien, 2010, pp. 3-5)
Assesment Dimensions	<ol style="list-style-type: none"> 1. Quality of leadership and governance performance: includes the integrity of the vision and mission,

	<p>leadership (leadership), governance, resource management system, strategic partnership (strategic partnership), and internal quality assurance system;</p> <p>2. Quality and productivity of outputs and outcomes: quality of graduates, scientific products, and innovations, as well as benefits for the community;</p> <p>3. Process quality: includes the learning process, research, community service, and academic atmosphere;</p> <p>4. Quality of inputs: includes human resources (lecturers and education staff), students, curriculum, infrastructure, and finance (financing and funding).</p>
Assesment component	<p>1. Vision, Mission, Goals, and targets</p> <p>2. Governance, Governance, and Cooperation</p> <p>3. Student</p> <p>4. Resources</p> <p>5. Finance, facilities, and infrastructure</p> <p>6. Education</p> <p>7. Research</p> <p>8. Community Service</p> <p>9. Outcomes and achievements the threefold missions of higher education</p>

Departing from the table above, in particular, the assessment elements of components 6, 7, and 8 are the main components that have a great significance and contribution to the assessment in obtaining accreditation achievements (Excellent, very good, and good) based on the assessment of the assessor and national accreditation body for university (National Accreditation Board for Higher Education, 2019). While the other components are components of the supplement in support of the intended tri dharma. However, even though it is a supplement, the relationship between the threefold missions of higher education and the supporting components always intersects when it is included in the statement and questions instrument components in accreditation.

2. Expectations/achievements/outcomes of Accreditation at PTKI

To achieve the totality of expectations/achievements/outcomes in the accreditation system, PTKI as an institution must be able to make quality a representation of the totality of dimensions of conditions and characteristics of inputs, processes and products or services presented from a number of standards as an assessment benchmark to determine and reflect the quality of PTKI itself. PTKI quality assessment within the framework of PTKI accreditation must be based on complete and clear standards as parameters and barometers for the assessment. In addition, the achievement of quality from the perspective of PTKI accreditation requires an operational explanation of the procedures and steps taken, so that the assessment can be carried out in a systematic and systematic manner. The representation of the totality of the dimensions of the state and characteristics of the inputs, processes, and products or services presented by PTKI as measured by several standards as an assessment benchmark to determine and reflect the quality of PTKI specifically can be seen in the following description/narrative.

a. Educational Expectations/Achievements

To achieve expectations or achievements on educational criteria, PTKI must focus on developing and building sustainable quality education (Sustainability quality

building for education). Regarding the focus of education development, the things that must be owned by PTKI include 2 segments of education as shown below.

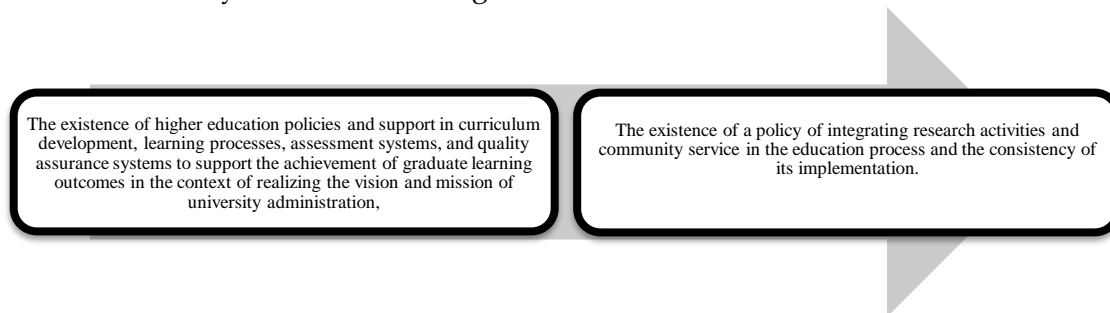


Figure 1. Segments of Education

From the two focuses above, the indicators of educational attainment at PTKI will be viewed from the following aspects: the availability of policies, the availability of guidelines, the availability of evidence, the availability of formal documents, the implementation of academic interactions on a national and international scale, and the implementation of learning (O'Brien, 2010, p. 11).

Based on the various indicators above, there is no other way that PTKI should create a system and a structure and work polarization on the quality of education based on various indicators in these two focuses. These systems and structures must be implemented optimally in building and implementing the education and learning sector at PTKI. The synergy between the various components that are directly involved in the working mechanism of education must be able to prove that all processes that have been, are being, and will be implemented are truly quality-oriented, supported by the existence of various documents which include no less than 13 supporting documents.

It is not really that difficult to measure excellence in these educational criteria, PTKI is only sufficient to base the entire process of educational activities on the 13 education sectors contained in the focus of the assessment above. According to the author, the biggest difficulty experienced by almost all PTKI is related to quality culture. Currently, building quality culture consistency still requires an intense touch and approach to all components and elements that exist in PTKI so that they are fully and comprehensively internalized to build the quality of education and learning at PTKI at this time. In the frame of accreditation, the achievement of the quality of education is measured from the implementation of 13 (thirteen) progressive education implementations, including the picture below.

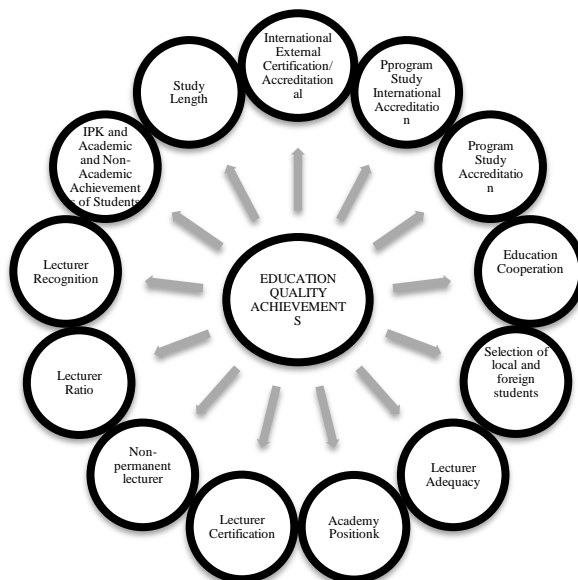


Figure 2. Education Quality Achievement

b. Research Expectations/Achievements

Expectations or achievements of indicators in the research segment in accreditation are focused on: 1) the existence of policies and directions for research development at the university level as well as support from universities in the development and implementation of research activities in work units, 2) excellence, conformity of directions, and research programs with the vision universities, and 3) the existence and functioning of research groups and research laboratories.

To support this achievement, the things that must be done are:

1. Availability of a formal Research Strategic Plan document that contains a development basis, research roadmap, resources, strategic program objectives and performance indicators.
2. Availability of research guidelines and evidence of socialization.
3. Valid evidence regarding the implementation of the research process includes the following 6 aspects: 1) assessment and review procedures. Legality of reviewer appointments, results of the assessment of research proposals, legality of research assignments/researcher collaborations, minutes of monitoring and evaluation results, and documentation of research outputs.
4. Research reporting documents by research managers to university leaders and partners/funders, meeting the following aspects: 1) comprehensive, 2) detailed, 3) relevant, 4) up-to-date, and 5) delivered on time.
5. The existence of research groups and research laboratories.

As with the educational criteria, measuring the achievement of research quality requires optimizing the full roles and responsibilities of the responsible unit. The existence of quality research has become a demand in the current accreditation system. The output in the form of international research has become a necessity. The output must be fully supported by the characteristic roadmap of each PTKI as an effort to prove the unification and uniqueness of the research conducted by the researcher. In essence, good research in the accreditation system is research that has the ability to represent the uniqueness of each PTKI with a more global reach and scale (international) and this must be done in large quantities.

The paradigm of research quality, which so far has only been based on budget absorption, must have been changed to a quality-based paradigm by presenting research criteria that can answer all accreditation instruments in an implementable form. The availability of supporting documents and authenticity is also an important supplement that must be prepared not only as a reference for researchers at PTKI but in time this will become evidence needed during field assessments. In other words, accreditation requires PTKI to be able to build an innovative research ecosystem in responding to competitive challenges on a global and international scale. Organizations and individuals can collaborate to grow ideas. A good research ecosystem enables the growth of quality and competitive researchers and research and has a positive impact not only on PTKI but also on the community and other stakeholders. This can be achieved through more innovative “down streaming” of research (National Higher Education Standard Number 3 of 2020, n.d.). And again, this is the will of the focus of research on this new accreditation system.

To achieve all the research expectations above, the authors see that the indicators and instruments presented in our current accreditation system have been able to meet expectations on how to build quality in research aspects. It's just a matter of how PTKI through its academic community is willing and able to implement these various indicators and instruments in research systems and formats that tend in that direction. And this must also start from the growth of a quality culture in managers and

researchers. In the accreditation frame, the embodiment of the achievement of research quality is measured from the implementation of 6 (six) research progress which include as shown below.

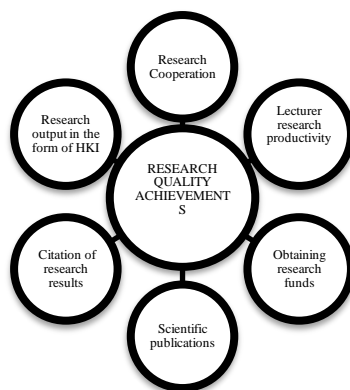


Figure 3. Research Quality Achievements

c. Community Service Expectations/Achievements

Regarding the achievement of Community Service in accreditation, 9 criteria focused on 1) the existence of policies and directions for developing community service activities at the tertiary level as well as university support for the development and implementation of community service activities in work units, 2) excellence and suitability of community service programs with the vision and mission of the university, and 3) the existence and functioning of the PkM implementing group.

Availability of formal PkM Strategic Plan documents which contain: a) development base, PkM roadmap, resources, strategic program targets and performance indicators. b. Availability of PkM guidelines and proof of socialization. c. Valid evidence regarding the implementation of the PkM process includes the following 6 aspects: 1) assessment and review procedures, 2) the legality of the appointment of reviewers, 3) the results of the PkM proposal assessment, 4) the legality of the assignment of PkM implementers/PkM collaborations, 5) minutes of monitoring and evaluation results. evaluation and 6) PkM output documentation. d. PkM reporting documentation by PkM managers to university leaders and partners/funders fulfills 5 aspects as follows: 1) comprehensive, 2) detailed, 3) relevant, 4) up-to-date, and 5) delivered on time. e. The existence of the PkM implementing group. In the accreditation frame, the embodiment of the achievement of quality service to the community is measured from the implementation of 6 (six) PkM progressives which include as shown below.

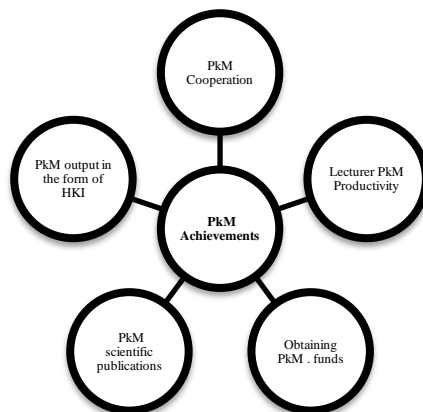


Figure 4. Community Service Achievement

3. Measuring the achievement/outcome of the Tri Dharma

To measure the strength of PTKI in the achievement aspect of the the threefold missions of higher education outputs above, the assessment of these criteria is focused on: 1) the productivity of educational programs, judged by the efficiency of education and student study period, 2) the results of graduate searches, feedback from graduate users, and public perceptions of the quality of graduates by the learning outcomes of graduates determined by the study program, 3) the number and excellence of scientific publications, the number of citations, the number of intellectual property rights, and the benefits/impact of research results on the realization of the vision and implementation of the mission, as well as the contribution of community service to the development and social, economic, and community welfare empowerment, and 4) adoption of research results and institutionalization of community service results by stakeholders and the community (O'Brien, 2010, p. 13). To measure the achievement of the assessment indicators.

4. Other Expectations/Achievements

In addition to the achievements of the tri dharma above, there are supporting components that also contribute to the achievement of accreditation results which are also indicators and supporting instruments for achieving quality at PTKI comprehensively, including:

a. Vision, mission, Goals and Strategy

Strength on aspects of PTKI's Vision, Mission, Objectives, and Strategy should be directed at the 3 (three) achievements and implementation of these indicators, namely: 1) clarity, reality, and the linkage between PTKI's Vision, Mission, Objectives, targets, and strategies for achieving PTKI's targets. 2) Understanding, commitment, and consistency of PTKI development to achieve targeted performance and quality along with planned, effective, and directed program steps in realizing the vision of implementing the mission. 3) Ability to adapt PTKI's vision, mission, goals, and objectives as guidelines for the development of units within the PTKI scope. PTKI has a long, medium, and short-term development plan that contains Key Performance Indicators Additional Performance Indicators, and targets to measure the achievement of the strategic objectives that have been set.

b. Governance and cooperation

PTKI are an inseparable part of progress of higher education in Indonesia. PTKI grows and develops giving an answer to the public's need for an educational model that integrates religious teachings and general sciences. Until today, the existence of PTKI has become the focus in producing competitive, broad-minded, and characterful human resources (Tim Direktorat Diktis, 2022, p. 3).

The assessment of these criteria is focused on: 1) the completeness of the structure and organs of higher education institutions to be able to realize the principles of good and effective governance, 2) the performance and effectiveness of leadership, governance, resource management systems and higher education programs, including communication systems and technology information used to support the governance of PTKI, 3) the completeness and clarity of the internal quality assurance system as well as the consistency and effectiveness of its implementation, and 4) the existence of policies and the implementation of strategic cooperation and partnerships in the administration of PTKI both academic and non-academic in tertiary institutions in a sustainable manner at the national, regional, and international levels, as well as their effectiveness in achieving the vision and mission of PTKI and increasing the competitiveness of PTKI.

c. Student

The assessment of these criteria is focused on: 1) the existence of a new student admission system policy that meets the principles of open access and equity as well as the consistency of its implementation, 2) the effectiveness of a fair and objective new student admission system, the balance of the ratio of students to lecturers and education staff at the tertiary level which supports the implementation of effective and efficient learning, 3) Policies, programs, involvement, and student achievements in fostering interests, talents, and professions, and 4) the existence of policies and the implementation of service systems for students.

Indicators in this criterion are measured from the following aspects: a. The ratio of the number of applicants to the number of applicants who pass the selection in the main program. b. Percentage of the number of students who re-register to the number of applicants who pass the selection in the main program. c. Percentage of the number of foreign students to the total number of students. d. Availability and quality of student services (O'Brien, 2010, p. 9).

d. Human Resources

The assessment of these criteria is focused on: 1) the existence of policies and systems for recruitment, development, monitoring, rewards, punishment, and termination of employment, both for lecturers and education staff to ensure the implementation of quality education, research, and community service activities according to the vision and mission higher education institutions and the consistency of their implementation, 2) the effectiveness of the system of recruitment, development, monitoring, rewards, and sanctions on the availability of resources in terms of numbers, educational qualifications, and competencies, to carry out quality education, research, and community service activities according to the university's vision and mission high, and 3) the existence of a satisfaction survey mechanism, level of satisfaction, and feedback from lecturers and education staff on human resources management.

e. Finance, facilities, and infrastructure

Strengths The assessment of these criteria focuses on 1) the existence of policies and financing systems for the implementation of higher education and the consistency of their implementation, 2) the adequacy, effectiveness, efficiency, and accountability, as well as the sustainability of financing to support the implementation of education, research, and community service, 3) the existence of policies and systems for the provision and maintenance of facilities and infrastructure for the implementation of higher education and the consistency of its implementation, and 4) adequacy, effectiveness, efficiency, and accountability, as well as the sustainability of the provision and maintenance of facilities and infrastructure to support the implementation of education, research, and community service (O'Brien, 2010, p. 10). In an environmental situation full of these dynamics, management education must be able to create an organization capable of delivering satisfactory service to and society in general and objects education (students and parents) in particular (Gunawan, 2017, p. 12).

5. PTKI Quality Measures in the Perspective of Excellence Accreditation

Quality and Excellence, are two words that are very attached and synonymous with expectations for the existence of the PTKI institution. Quality and excellence become a necessity considering that PTKI is expected to be able to produce outputs that can compete at a more progressive, innovative, and creative level. The transformation of the Higher Education Institution Accreditation (AIPT) system

requires that a university, including PTKI, can no longer deny the importance of quality building in every spirit of implementing the the threefold missions of higher education it holds. AIPT which was originally based on the assessment of the Quantitative Form is considered not yet capable of becoming a valid parameter and indicator to measure the achievement of quality in PTKI. This spirit ultimately gave birth to a transformation through the Higher Education Accreditation Board Regulation (National Accreditation Body For University) (About Guidelines for Preparing Self-Evaluation Report Number 59 of 2018, n.d.) to carry out a total restructuring of the quality achievement assessment at a PTKI. The real restructuring of this transformation can be seen from the change in the assessment that was previously oriented to quantitative forms to an outcome-based assessment (achievement) of a PTKI. The outcome is assessed through the process of presenting a self-evaluation Report or Self-Evaluation Report whose percentage composition after this change is 65% and a Key Performance Report or Higher Education Performance Report (LKPT) in the form of a Main Performance Indicator form, which only remains 35%.

PTKI must be able to formulate and transliterate the Master Plan, Strategic Plan, and Operation Plan to be implemented based on this latest accreditation system. All components range from vision, mission, goals, and strategies, governance, governance, and quality assurance, students, human resources, finance, facilities and infrastructure, education, research, community service, and the outcomes of the tri dharma achievements. If these three documents have been successfully formulated based on the latest accreditation requirements, then PTKI will not experience significant difficulties in formulating and breaking down other documents, especially quality documents that must exist to answer the accreditation needs with this latest version. To support this step, PTKI inevitably has to compile a quality system in the SPMI document product which will later be implemented in the entire cycle of education, research, and community service. SPMI is no longer a document that is "documented" in a neat and good manner in a cupboard or filing cabinet. The weakness that often occurs in almost all PTKI is the lack of commitment and consistency to apply SPMI as a reference document in the entire tri dharma cycle that it implements. Whereas SPMI is a core document in which there are 24 SNPT that must be the achievement of every PTKI. If these 24 SNPT can be achieved, it is believed that it will be easy for PTKI to identify indicators that need to be updated as well as to release a written IKT to answer one of the indicators in this self-evaluation report.

From the steps above, PTKI then formulates other supporting documents that are also needed as a supplement that prove that PTKI has a high commitment to establishing, implementing, evaluating, controlling as well as improving the quality of the the threefold missions of higher education dimensions in a measurable cycle and its validity can be measured. Paradoxically, all the quality documents needed to show the existence of this quality are also data and facts that will be referred to in filling out the accreditation with a version that emphasizes the outcome-based accreditation (outcomes of performance). As a person who is directly involved in the preparation of accreditation at the study program level (APS) and accreditation at the AIPT level, of course, the author understands the resistance in the form of psychological pressure that occurs in PTKI managers to this very "revolutionary" change. But again, this must be seen as an effort so that PTKI starts to think that quality is not just lipping symbolic but must become a habit that grows and manifests in the quality and the building culture of every organizer who lives in an environment that is claimed to be the environment of the organizers. these academics.

6. Accreditation-Based Quality Building Reconstruction Towards Excellent PTKI In Indonesia

Quality building is actually not only dedicated in an effort to want achievements in a certain time priority scale. Quality Building is a necessity that must be implemented in systems, structures, and performance patterns that must grow in the minds and hearts of every academic organizer. Implementatively, Quality Building must be positioned on a need and demand in providing answers to internal and external needs for the implementation of the the threefold missions of higher education aspects and other aspects of the work culture of each unit. Of course, it would be naive if, as an educational institution, PTKI only made quality a necessity at a certain time, for example accreditation. If this pattern is developed, it is highly believed that PTKI will experience difficulties in achieving a standardization of the achievements expected by the quality itself. Quality Building is a value system of an organization that produces a conducive environment for the establishment of continuous improvement in terms of quality. Quality culture consists of values, traditions, procedures, and expectations that promote quality (Asyraf, 1989, p. xiv).

In the context of Total Quality Management (TQM) the quality building must be implemented and concretely represented in 8 (eight) expectations (satisfaction) including: (1) focus on the customer (customer focus), (2) leadership (leadership), (3) involve everyone (involvement of people), (4) process approach (process approach), (5) management systems approach (system approach to management), (6) continuous improvement, (7) a factual approach to decision making, and (8) mutually beneficial supplier relationships (mutually beneficial supplier relationship) (Sallis, 2006, p. 56).

From the terminology regarding the reconstruction of a quality culture above, it is time for PTKI to organize a reliable quality system as a guarantee for the performance of the tri dharma that it implements. All plans for the implementation of PTKI activities must go through the spirit of quality which is carried out on rational actions that are carefully designed to realize the achievement of all aspects and dimensions of quality itself. Quality implementation must start from the mental attitude of all PTKI academics. Of course, with the hope that after the quality culture is embedded, all processes and working methods, as well as academic services provided to users or stakeholders can the desired satisfaction optimization. The essence of quality building reconstruction in the implementation of PTKI can be oriented to how PTKI can do the following:

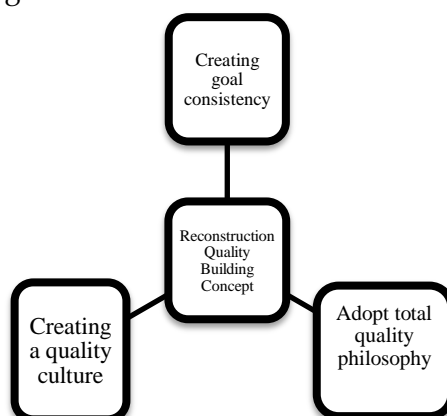


Figure 5. Quality Building Reconstruction

Source: Jerome S Arcaro, *Quality-Based Education, Formulation Principles and Implementation Procedures* (Arcaro, 2005, pp. 7-8).

Back to the problem of quality building reconstruction in accreditation in the context of PTKI in Indonesia, the Ministry of Education and Culture has issued Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards (SNPT) which includes: 1) graduate competency standards. 2) Learning content standards. 3) Learning process standards. 4) learning education assessment standards. 5) Lecturer and Education Personnel standards. 6) standard of learning facilities and infrastructure. 7) management standards and 8) learning financing standards. Second, the National Research Standards: 1) result standards. 2) standard content. 3) standard process. 4) assessment standards. 5) researcher standards. 6) standard of facilities and infrastructure. 7) management standards and 8) funding and financing standards. The third is the National Standard of Community Service, which includes: 1) standard of results. 2) standard content. 3) standard process. 4) assessment standards. 5) implementing standards. 6) standard of facilities and infrastructure. 7) management standards and 8) funding and financing standards.

Based on the three National Higher Education Standards above, PTKI in Indonesia must be able to build quality with an achievement orientation in all aspects/components contained in each of these standards. Of course, this quality building cannot be separated from various supporting aspects, such: 1) the commitment of the PTKI leadership. 2) Loyalty and willingness of the academic community. 3) Adequate budgetary support and 4) stakeholder support.

Quality building, which is as mandated by the SNPT above, relevant in the excellent and quality PTKI implementation cycle in Indonesia, can be focused on the following: (a) Creating goal consistency. It aims to improve academic services and make PTKI a competitive and world-class institution. (b) Adopt a total quality philosophy. Education is in a truly competitive environment, so all resources and actors must continue to learn, and be trained in new skills for the quality revolution. Improving service quality is the main priority in maintaining and serving customers. (c) Creating a culture of quality. Culture is understood as a positive habit in creating the performance of the actors. For example, a sense of responsibility, cooperative, honesty, mutual help/help, and not mutual suspicion and jealousy. The creation of a quality culture requires time and exemplary from all parties, from top management to subordinates. Reconstruction of a quality building as an effort to create a quality and sustainable PTKI systematics and mindset in Indonesia as described above must include the following areas.



Figure 6. Reconstruction of a quality building

Commitment. The first requirement to build quality (quality building) at PTKI is the emergence and growing commitment of the actors in the education process at PTKI, both within the scope of the leadership and those led. Commitment must be owned as the basic capital to always provide guarantees and improve the quality of the PTKI that it organizes. Without commitment it will be very difficult to achieve a quality organization. Of course, there are various ways and ways to foster this commitment to the PTKI structure, for example through the orientation and characteristics of the PTKI organization, its vision and mission, its organizational culture, organizational size (quantity of study programs, lecturers, and student numbers), organizational structure, resources power, and leadership patterns. All of them are assets that must be built in an effort to build commitment towards quality building that is connected and integrated as a whole and in totality.

Change paradigm. The old paradigm that relies on a top-down and centralized quality control pattern must be changed into a new paradigm towards the quality of qualified PTKI. The new paradigm must prioritize quality assurance that emerges on the basis of its own initiation (internally driven). This concept must be seen and carried out as an effort to maintain and improve the quality of PTKI which is held so that its vision is relevant and in accordance with the needs of satisfied stakeholders. With this new paradigm, PTKI must take over the quality implementation pattern. With the takeover, PTKI's accountability will increase in the eyes of the public. In addition, the active participation of stakeholders will be greater in supporting the role of PTKI in achieving the desired quality.

Mental attitude. It must be admitted that the main problem in building quality is the lack of planning carried out by PTKI. The implementation of education carried out by PTKI is sometimes far and biased from quality values. The educational process is only carried out as a routine process and a mere formality. Planning is only carried out as a certain requirement as an effort to fulfill certain needs, for example licensing and/or accreditation though. This mental attitude must be changed with an orientation towards a new mental attitude change for all PTKI organizers. It must be embedded in all elements and components of PTKI by planning a job including quality and working on planning including quality (plan your work and work your plan) as part of the passion towards progressing the quality of PTKI where we serve.

Organizing. Actually, there is no standard pattern adopted in the quality system related to the organization and the working mechanism of an organization. As the author explained in the commitment section above, the organization and pattern of quality work at PTKI are highly dependent on the PTKI structure, for example through the orientation and characteristics of the PTKI organization, its vision and mission, its organizational culture, the size of the organization (quantity of study programs, lecturers, and quantity of students), organizational structure, resources, and leadership patterns. In other words, PTKI is given freedom and flexibility in determining and developing a quality organizational model in accordance with the concept of higher education autonomy as mandated by Law 20 of 2003 concerning the National Education System. The most important thing for organizations related to this quality building system is that PTKI as an organization must be able to foster an understanding of quality and quality building within PTKI itself. Because in turn this orientation will be able to foster a supportive attitude from various components in PTKI towards efforts to guarantee the growth of the quality culture it self. Institution education will require and practice the functions management, such as planning, organizing, directing, control, and good evaluation of all educational activities which is carried out in it (Mahmud, 2019, p. 13).

Habits. This term can be interpreted as a positive habit. To run an organization at a PTKI that is always oriented to quality development, these good habits must be demonstrated in sustainability and sustainability in carrying out the concept and quality system that has been built. So that in this way a cycle of quality habits will be formed that is never interrupted. To build a habit related to quality building, according to the author, there are at least 5 (five) main concepts of habit that must be carried out as shown in the following picture (Mujtahid, 2016, p. 20).

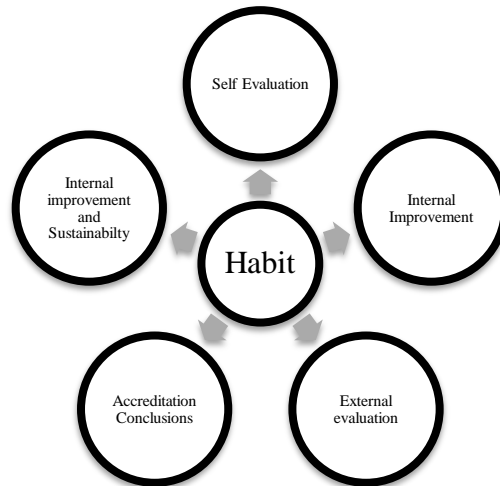


Figure 7. Five Main Concepts of Habit

Finally, based on the reconstruction of the quality building described and described above, PTKI, which is legal under the Ministry of Religion, is also expected to have the same perspective in terms of quality improvement. Various efforts made by 58 PTKI in Indonesia must be able to make the quality built as an effort to increase relevance and high competitiveness on a wider scale. Of course, with the hope that there will be a valid recognition of PTKI's progress in building an education system that is not only based on breakthroughs and strategic steps, but the main thing is to carry out a process of strengthening quality building which is internalized and co-opted as a whole and comprehensively. PTKI must show a distinction based on its characteristics and peculiarities to make quality an important capital and momentum in every process and the threefold missions of higher education system implemented. The keyword to answer all of this is that PTKI must have the determination, commitment, and courage to always make big targets in building quality, of course by directing all its potential and strengths to work together in synergy to achieve the goals and targets set. the same, namely quality.

D. Conclusion

Regardless of the various changes that occur, it is a necessity for all elements and components who are members of the PTKI academic community to: first, make efforts to internalize and externalize all components and elements ranging from leaders, employees, lecturers, and students to always build quality (quality building) in every academic and non-academic activity both institutionally and personally. If the mindset has been developed about the urgency of quality building, it is believed that it will be easy for an institution to achieve excellence. Second, making all the progress and mobility of the tri dharma of higher education to always prioritize quality as the basis for the achievements it will produce. Third, create a quality-based construction and work roadmap for each unit within the PTKI institutional environment, from planning to evaluation. Fourth, accreditation is very necessary as an instrument and media that

will be a measure of the process and achievement of the quality of education at a PTKI, where each PTKI must be able to improve the quality and competitiveness of its output and be able to guarantee the process of implementing the the threefold missions of higher education at the PTKI. Fifth, accreditation is a reference to represent information about whether a PTKI is ready to carry out its the threefold missions of higher education according to the standards provided by the government through BAN-PT. Sixth, the concept of planning for the availability of budget resources and human resources of PTKI, must be built and based on quality building based on accreditation.

E. Acknowledgement

The author would like to thank all journal managers, review teams, and editorial teams who have been involved a lot from the initial process to the publication of this manuscript. This includes colleagues who have contributed and been directly involved in completing and helping complete this manuscript so that it becomes better.

F. Author Contributions Statement

As the single author of this manuscript, all processes starting from data collection, analysis, display, narrative delivery, and conclusions are fully carried out by the author. Only at the level of completing this manuscript, the author held discussions with several lecturers and in particular the head of the study program who was directly involved in the process of implementing accreditation at the field level.

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