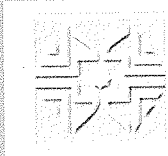# Innovation and Development in Teaching and Learning

Perak Malaysia, Saturday, February 8, 2014

Hira Education and Social Services, Singapore
Musa Asiah Foundation, Cambodia
Sultan Idris Education University, Malaysia
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February, 2014

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LEADERSHIP CAPABILITY IN THE IMPLEMENTATION OF QUALITY ASSURANCE AT ISLAMIC UNIVERSITY

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Abstract: This paper contradicts from the issue of quality assurance, which has been implemented by Islamic Universities, the managers either the one who lead and led have understood about quality assurance in universities and its application. In the perspective of Human Resource management, leadership capability is one of factors in the success of quality assurance implementation to create qualified human resources. Leadership capability is a very important factor and a determinant of organizational success in the future. Considering the importance of leadership capabilities, a leader can make an optimal strategic action. A leader in university without a quality assurance is like a body without a soul, it has no meaning at all.

Keywords: leadership, quality assurance

Since the publishing about the framework of long-term university development strategy or called HELTS 2003-2010 (*Higher Educational Long-Term Strategy*), then there was a shift role of Directorate Higher Education General to further empower more accountable higher education institutions. The framework of development strategy basically has a content that in 2010 there is a healthy higher education system, which is effectively can be shown with quality characteristics; equity; autonomy. Furthermore, in the development strategy framework also stated specifically about characteristics of national higher education quality, which is about quality assurance. It showed a social responsibility existence to protect public or community interest in the form of quality assurance.

The Directorate of Higher Education General in National Education Ministry Strategic Plan 2005-2009 focused on, equitable distribution and expanding access; quality improvement, relevance and competitiveness; as well as governance, accountability and public image. National Education Ministry Strategic Plan is consistent with the principle of autonomy that would create a sense of ownership and optimal understanding over the respective roles of each stakeholder in effective educational services for community. Therefore, university in implementing educational services needs to control and implement quality assurance based on performance. The implementation of higher education quality assurance is one form of university accountabilities in managing higher education in an effort to improve the quality of universities and as consequence of autonomy received.

The system of higher education quality assurance based on Education Ministry Guidelines for Quality Assurance (2003) aimed to maintain and improve higher education quality sustainably, which is implemented by a university internally to realize its vision and mission, as well as to meet the needs of stakeholders through the implementation of Tri Dharma University. The achievement of quality assurance purposes through quality assurance activities undertaken internally by university will be controlled and audited through accreditation activities implemented by BAN-PT or other agencies externally. University besides implementing the process of higher education quality assurance on their own initiative, university at this time can also implement accreditation process through the Higher Education National Accreditation Agency (BAN - PT) or other institutions either inside or outside the country. University must do a Self Evaluation-Based Study Evaluation (EPSBED) to Indonesian Directorate General of Higher Education, in which the three kinds of activities directed to achieve sustainable high quality of education (*continuous quality improvement*) can support and complement each other.

Higher education quality assurance based on quality assurance guidelines (National Education Ministry, 2003) is defined as the determination and fulfillment process of quality standards management in higher education consistently and continuously, so stakeholders can gain satisfaction. The purpose of higher education quality assurance is to maintain and improve higher education quality sustainably implemented by a university internally to realize its vision and mission, as well as to meet the stakeholders' needs through the implementation of Tri Dharma University.

One of the quality assurance important factors to produce qualified human resources in quality assurance implementation in higher education is leadership factor. Leader is as steering, driver and influence his subordinates to achieve goals.

Universities select and set their own higher education quality standards for each courses. The selection and standard setting is implemented in a number of aspects, which is called grain quality. Grain quality means:

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course curriculum, human resources (lecturers, and supporting staff), students, learning process, infrastructure and facilities, academic atmosphere, finance, research and publications, community service, governance, Institutional management, information systems, cooperation inside and outside of the country (National Education Ministry, 2003).

Hedwig & Polla (2006) stated that university performance would be good if all academic communities (students, faculty, and supporting staff) participate actively and highly committed to support all higher education activities. To improve quality and competitiveness, each university needs to reform the organization to be more effective and efficient, as well as establish assurance program and improve education quality through a more effective and efficient learning process.

The facts, which are encountered in the field indicate that: (1) there are complaints from students and lecturers to unsatisfied academic services in state universities, (2) the mental attitude of state universities managers, either the one who lead or led shows less sportive, (3) the state universities managers' commitment, either the one who lead or led is poor in terms of quality improvement, (4) state university leaders' capability of competence is still doubted by the majority of campus community, (5) a lot of lecturers who reluctant to make the Unit Class event which is one of quality assurance items, and (6) there are a lot of state universities graduates who are still struggling to find a job or a job waiting period is relatively long. Based on the description above, it can be concluded that universities, especially Islamic Universities shall conduct education quality assurance based on the National Education Law, HETLS 2003-2010 and National Education Ministry Strategic Plan 2005-2009.

Concerning the description above, it can be concluded that university quality assurance is affected by leadership capability. Therefore, the researcher wants to know and discuss leadership capability in the implementation of quality assurance at Islamic university (PTI). Higher Education Quality Assurance

Discussion

1. University Quality Assurance

a) University Quality

The definition of quality has various meanings, it causes the lack of meaning similarities about quality, and it has to be considered an understanding clearly to the variety of qualities. Sallis (2006) defined quality is something is satisfying and exceeding the customer needs and requirements. Also, it is called quality in perception. Meanwhile, Ariani (1999) stated that good quality of products and services are products and services, which are compatible with what customers want.

Meanwhile, the same opinion about quality from quality experts, Deming, Juran, Crosby, which are: (a) in an effort to maintain and improve the product quality, the employees at all organization levels must cultivate the principle: "prevention is better than repair (zero defect)" (b) the effort to maintain and improve quality should be implemented early since the planning and sustainability; (c) in an effort to maintain and improve quality, the leader (manager) must be far-sighted (20 or 30 years) and futuristic.

Tampubolon (2001) described a new paradigm in university quality as the nature of the product compatible with the needs of primary customers (students) and tertiary customers (work world), that university has a full product, which consists of curricular, research, community, administrative and extracurricular services. In line with opinion above from Gajah Mada University (UGM) Manual Education Quality (2002) defined the definition of education quality at UGM, is the achievement of educational goals and graduates competences who have been set appropriate to strategic plans and academic standards. The achievement of this goal involves input, process and output aspects as well as value and the degree of goodness, virtue and excellence.

Considering the description from experts' opinions who have been described above, it can be concluded that higher education quality is the achievement of higher education goals and graduates competences who have been set appropriate to strategic plans and academic standards, which include Tri Dharma University and tailored to the needs of stakeholders. Those stakeholders are the students, parents and the graduates.

b) Quality Assurance)

Gasperz (1997) defined quality assurance is all planned and systematic actions which are implemented and demonstrated to provide adequate confidence that product will meet certain quality requirements. While quality assurance system at Gajah Mada University (2004) stated that higher education quality assurance is program to implement the monitoring, evaluation, and correction as an improvement act or continuous and systematic quality improvement of all higher

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education aspects (infrastructure, manager, leadership, input, management process, output and impact), in order to convince the highest attainable standard of perfection that has been expressed in the vision, mission, goals and higher education values to all internal and external parties, managers, all relevant institutions leaders, professional organizations and broader community and universal users.

The Directorate General of Higher Education suggested that Higher Education quality assurance is a strategy to improve higher education quality in Indonesia, as stated in Higher Education Long Term Strategy 2003-2010 (HELTS 2003-2010) which is issued on April 1, 2003, outlining that "Higher education quality assurance in university is the application and compliance processes with quality standards management and higher education consistently and continuously, so the stakeholders (students, parents, work world, government, lecturers, supporting staff, and other interested parties) obtain satisfaction."

Concerning the description of the various opinions that have been described above, it can be concluded that quality assurance is the process of implementation and compliance with quality standards consistently and continuously with the produced product will meet the requirements of quality, so that will give satisfaction to stakeholders. The stakeholders are the students, parents and the graduates. Thus, this study selects or defines the performance in terms of process or execution. In addition, the meaning of Quality assurance performance intended is a process of how the implementation of higher education quality assurance occurs to maintain and improve higher education quality continuously.

c) The Fundamentals of Quality Assurance

In the implementation, according to Muhaimin quality assurance has two basics as follows:

1) The Basic Teachings of Islam: a) quality assurance is a realization of 'Ihsan' teaching, which is having good deeds to all parties due to Allah, having good deeds to humans with His various favors, and prohibited from doing any kind of damages. (Q. S. Al-Qasas: 77); b) A person should not working in a "reckless" (arbitrarily) and indifferent, because it would mean degarding the meaning for Allah's Ridho or demeaning God. In Q. S. Al-Kahf 110 stated that: "whoever hopes a meeting with his God (to obtain His Ridho), then let him work well (quality), and in the worship of his Lord do not do polytheism, divert work purpose besides to God (Al-Haqq) which become the source of human work intrinsic value"; c) Everyone is assessed by their works (Q. S. Al-Najm: 39), so in working is required to: (a) do not underestimate any forms of works which is done; (b) give meaning to the work, (c) realize that the work is human mode of existence, and (d) in terms of impact (good and bad), working is not for God but for himself (Q. S. Fushilat: 46 dan Luqman: 12); d) A person should work optimally and commitment to the process and qualified work product or as good as possible, in harmony with charity teachings (Q. S. An-Nahl: 90); e) A person has to work efficiently and effectively or have highest efficiency (Q. S. Al-Sajadah: 7); f) A person should do something in earnestly and thoroughly (Itqan), not half-hearted, so it will be neat, beautiful, orderly and consistent each other. (Q. S. Al-Naml: 88); g) A person is required to have high dynamics, future commitment, have sensitivity to the development of society as well as science, and technology and be istiqomah (Q. S. Al-Syarh: 7-8; Al-Dhuha: 4; Al-'Alaq: 1-3; Al-Syura: 15).

2) Operational Basic. In Law No. 20 2003 regarding National Education System stated as follows: (1) Article 1, paragraph 21: "education evaluation is the activities of control, guarantee and determine the education quality.....and so on as a form of the accountability of education provision". (2) Article 35, paragraph 1: "National education standards consist of content standards, processes, graduates competences...and so on". (3) Article 50, paragraph 2: "Government determines national policies and national education standards to ensure quality...and so on." (4) Article 51, paragraph 2: "The management of higher education unit is implemented based on the principles of autonomy, accountability, quality assurance and transparent evaluation".

2. Leadership Capability

a) The Concepts of Leadership Capability

Capability derived from the word "capability" according to Indonesian English dictionary defined as the ability, while "Capable" is defined as capable, able. According to The New Grolier

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Webster International Dictionary of the English Language, "capable" is defined as having enough power, competent, skilled or qualified. Thus, a capable leader is a leader who has a strong ability to influence subordinates in achieving goals.

Fiedler statement (in Soetopo, 2001) distinguished what is called leadership behavior and leadership style. Leadership behavior refers to a leader's specific actions in directing and coordinating group members' work. Leadership style refers to the structure that the leader needs to motivate behavior in various interpersonal situations. Essentially, the leadership style is a personal characteristic, not a behavior. The leadership behavior of the same individuals will differ from situation to situation. Leadership behavior of the same individuals will differ from situation to situation, while the structure of needs that drive behavior can be constant. Related to the explanations above, the leadership capability in this research is defined as leadership behavior.

Rossow (1990) explained that strong leadership is one of leadership dimensions related to teaching program. Various literatures mentioned that strong leadership is called missionary leadership (Moretimore, in Preedy, 1993), educational leadership (Scheerens, 1992; Scheerens & Bosker, 1997). Moedjiarto (2002) said strong headmaster or capable leader is a leader who has the ability, capability, technical or professional skills that can achieve organizational vision and mission.

Concurred with the statement above, Yukl (1994) concluded that most definitions of leadership reflect the assumption that leadership involves a process of social influence. In this case, being influential, in which is deliberately run by a person against another person for structuring activities and relationships within a group or organization. Based on some definitions of leadership above showed that leadership relates to human nature process, and much more look at how an individual functioning.

Similarly, Wiratman (2002) defined leadership as a process that leaders create vision, influence attitudes, behaviors, opinions, values, norms and so on from followers to realize the vision Robbins (1991) defined leadership as the ability to influence group members to work toward goals and objectives.

While Tampubolon (2001) stated that leader is also one human resource category in university, so what is meant as a leader is a person who is assigned to lead university or university units in a society such as faculties, departments, institutions and bureaus. Meanwhile, leadership is an attitude, style and ability possessed by a leader or leaders.

Concerning the description of various opinions described above, it can be concluded that leadership capability is leadership behaviors, which include the ability, skill, knowledge, and capability competence, skills possessed by a leader and controlled by the characteristics associated with the performance that can influence subordinates to achieve goals. These characteristics include social roles, values and their own view, which exist at the level of consciousness or semi-conscious, as well as the nature and motivation (compulsions) which is not far from consciousness but use a significant effect on the capability or ability that directs excellence in the work role.

b) Leadership Capability Dimensions

Sergiovanni & Elliot (1975) a capable leader whose characteristics are: (1) have a high interest in teaching, (2) responsible for students' difficulty or problem, (3) have the ability to work effectively with others and able to maintain cooperation; (4) aggressive in maintaining the recognition/school status, (5) feeling enthusiastic and responsible to the task mission, (6) a commitment to the purposes and does not distinguish either long-term or short-term goals; (7) adaptable to the changes; (8) strategic expert, can set goals and achieve them. Similarly, statement from Rossow (1990) stated about capable leadership, includes: (1) has a vision in running the school, (2) has the firmness of the academic standards, (3) able to seek and provide support for staff development and able to coordinate staff in teaching and discipline, and (4) able to control the teaching and determine the subject matter. Tampubolon (2001) stated that the college has five basic characteristics of qualified leadership, they are: (1) visionary, (2) Unifying; (3) Empowering; (4) Steering ratio and emotions, and (5) Integrity.

Concerning the description of the various opinions described above, it can be concluded that there are similarities and differences in measuring leadership capability in education. After doing recapitulation, six characters of capable leader are obtained, which are: (1) leader has the vision, mission and broad insight, (3) leader has a high professional education ability, (3) leader focuses on teaching activities, (4) leader has ability to control the teaching quality and monitoring students'

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progress, (5) leader has ability to encourage and motivate teaching staff to work hard, and (6) leader has ability to maintain cooperation.

In the future perspective, leadership capability has the function of encouraging the university stakeholders' growth towards qualified university implementation. There is a supporting element to achieve the goal of improving the quality of education system services sustainably, as follows: (1) leadership, (2) education and training, (3) supporting structures, (4) communication, (5) awards, (6) measurement (Tenner & De Toro, 1992) leadership refers to senior management or institutions leader that should lead this effort through relevant examples, for example, the use, tools, language, data, and recommends integrated quality management (TQM) concepts. When TQM is used as the key of management process leader's role as an adviser as well as the motor in improvement efforts should not be ignored. It means he must understand the objectives, principles and TQM supporting elements and able to lead continuously to achieve the expected quality assurance. However, in reality the leadership role in the implementation of quality assurance is still not able to walk among the internal stakeholders' role of faculty and staff, which are still low. The indicator still tends to interpret its role only on the accreditation of BAN PT, the substance of the role that should be played by the leaders in the implementation of quality assurance is neglected.

Therefore, leadership capability, either: the ability, knowledge skills, competence, or capability skills possessed by a leader are absolutely necessary in order to influence subordinates to achieve goals at Islamic universities.

4. University Management

The research about management and leadership showed a wide range of leadership models (Hersey and Blanchard divided leadership model based on characteristic and situational approach (Hersey and Blanchard, Empowerment Take More, 1985). In this section, it is only presented leadership models based on an ethical perspective and leadership behavior motivation, which are transactional leadership and transformational leadership.

a. Transactional leadership

Transactional leadership is using the exchange or transactional strategy to obtain the desired action from followers. In this case, Gibson et al. said that, "The leader introduces what is desired or favored by followers and help them to achieve the implementation level, which produces an appreciation satisfying them" (Gibson, et al, Organizational Behavior Structure, 1985). Influencing or controlling follower strategy is implemented through the process of identification and internalization. More clearly, the working mechanism of transactional leadership is described by Bass as follows: (1) the leader helps followers identify what should be done and followers recognize what a leader needs or expectations, (2) the leader identifies what is needed by followers and followers explain how to meet the leader's needs which will be exchanged to play a role, in order to achieve the expected results; (3) the leader feels confident to the expected results, (4) Finally, both leaders and followers develop motivation (extrinsic) to achieve the desired results (Bernard M. Bass, Leadership and Performance Beyond Expectations (New York: Free Press, 1985).

Transactional leadership is using behavioristic paradigm, especially the stimulus-response theory, in influencing his followers. In this view, leader assumed that the followers are passive and less self-esteem and even considered as a robot. Therefore, leaders rely on social exchange in the form of resources that can be taken by him based on reward, punishment, and power to gain compliance. Followers' compliance, therefore, actually is forced or obedient emerging from a refusal. Followers feel their pride destroyed and sacrificed for the sake or the leader's ambition. Kanungo and Mendonca in this case said, "Transactional leadership cannot be regarded as ethical leadership behavior" (Kanungo and Mendonca, Ethical Dimensions of Leadership, 1985).

b. Transformational Leadership

Gibson et al. defined transformational leadership as, "Leadership is to inspire and motivate the followers to achieve greater results than planned originally to return for interest" (Gibson et al. Organizational Structure of Behavior, 1985) Transformational leadership is not just affecting his followers to achieve desired goal, but more than that intends to change the attitudes and basic values of followers through empowering. The experience of his followers' empowerment increases

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confidence and determination to continue in making changes even though he himself might be affected by the changes.

To facilitate an understanding of the differences in the pattern of transformational leadership with other leadership models, it is presented in the table below.

Table 1: Transformative Leadership Patterns with Other Models

Commentary	Transactional Leadership	Transformational Leadership	Spiritual Leadership
The Leadership Essence Leadership Function	Facilities, human trust (subordinate) To raise himself and his group at the expense of others through the power	The mandate from fellow humans To empower followers with power, expertise and exemplary	Exam, the mandate of God and human To empower and enlighten the followers' faith and conscience through jihad (treatment) and righteous deeds (altruistic)
The ethos of leadership	Dedicating his efforts to humans to obtain the reward / a better position	Dedicating his efforts to others for a better life together	Dedicate his efforts to God and his fellow human beings (worship) without any reward
The target of leadership action	Thoughts and invisible actions	Mind and conscience	Spirituality and conscience
Leadership approach	Position and power	Power, expertise and exemplary	Conscience and exemplary
In influencing the one who is led	Power, command, money, system, interests development, transactional	Expertise and reference power	Exemplary, inspire, awaken, empower, humanizing.
How to influence	Conquering soul and build authority through the power	Winning the souls and build charisma	Winning the soul, awaken the faith
Leadership's target	Build a network of power	Build unity	Build the love, spread the goodness and the intermediary of God mercy

Conclusions

1. Islamic University quality is the achievement of higher educational goals and graduates competences which have been established in accordance with strategic plan and academic standards, which includes Tri Dharma University and in accordance with the stakeholders' needs. The stakeholders are the students, parents and the graduates.
2. Quality assurance is the process of implementation and compliance quality standards consistently and continuously with the product resulted will meet the quality requirements, so that will give satisfaction to stakeholders.
3. Leadership capability in quality assurance implementation is the leadership behaviors, which include the ability, skill, knowledge, competence, capability, profiency owned by leader and controlled by the characteristics associated with performance that can influence subordinates to achieve the goals of Islamic Universities.

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