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THE CONCEPTUAL FOUNDATION FOR IMPLEMENTATION OF THE
HIGHER EDUCATION QUALITY ASSURANCE SYSTEM (HEQAS) AT
UIN MALANG INDONESIA

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ABSTRACT

This study aims to analyze the conceptual foundation for implementation of the Higher Education Quality Assurance System (HEQAS) at UIN Malang. This research uses qualitative research methods and data analysis techniques with interactive analysis models, the results can be concluded as follows: 1) Building a vision to produce graduates with Ulul Albab characteristics; 2) Building a scientific structure based on the integration of Science and Islam; 3) Making the value of quality (*ihsan*) in the al-Qur'an as the foundation for academic quality; 4) implementing strategic management, change management and transformative management; 5) Implementing the Quality Management System (QMS) ISO 9001: 2015; 6) Determined to become an the Excellent University with an International Recognition and Reputation; 7) Encouraging the entire academic community to make continuous improvements; 8) Balancing idealism and reality factors; 9) Based on Government Regulations and university strategic plans; 10) Applying quality theories from quality management experts; 11) Adhering to the principles of quality assurance including: a) commitment, b) internally driven, c) responsibility/inherent supervision, d) compliance with plans, e) evaluation, f) continuous

quality improvement. 12) Realizing the goal of maintaining and improving quality in a sustainable manner according to the needs of stakeholders. This research produces the conceptual basis for a comprehensive higher education quality assurance system to build an Islamic University as the Center of Excellence and the Center of Islamic Civilization¹.

INTRODUCTION

This study aims to analyze the conceptual foundation of the implementation of the Higher Education Quality Assurance System (HEQAS) at the State Islamic University of Maulana Malik Ibrahim Malang – East Java – Indonesia (called UIN Malang). This research is important considering several reasons: *First*, one Indonesian government policy is to improve the quality of higher education which is oriented towards improving the quality of outcomes, so that higher education institutions will have a strategic value in an effort to educate the nation's life. *Second*, universities must be able to provide what is expected by graduate users (job market) and meet development needs science and technology consistently and programmatically *Third*, universities must always make a transformation of the education system and infrastructure to keep up with the accelerated development of science and technology which always demands adjustments in various things such as facilities, organizational structure and human resources (Hamengkubuwono, 2017, p. 61-84). *Fourth*, the large number of tertiary institutions in Indonesia which reaches around 4000 institutions with various status, types, and quality of management, therefore improving the quality nationally requires a minimum quality standard that is applied by all universities. For a number of reasons, it is important to study the conceptual foundation of the implementation of the Higher Education Quality Assurance System (HEQAS) by taking a case study at UIN Malang (Sumbulah, 2017; Mulyono, 2017; Hindaryatiningsih & La Mashuri, 2020).

Realizing this and remembering the importance of implementing a standardized higher education quality assurance system, each university is obliged to provide good service to all its students so that it can produce quality graduates who are able to compete in the world of work. For this reason, campus managers improve progressive academic services and conduct regular evaluation assessments in order to achieve optimal academic services (Ika, 2012, p. 454-463).

The Ministry of Research, Technology and Higher Education of the Republic of Indonesia in 2016 conducted a ranking of higher education management by taking into account a number of indicators, namely: quality of lecturers (18%), lecturers (12%), quality of student activities (10%), the quality of research activities (30%), and accreditation (30%). Based on the results of the ranking, there are eight the State Islamic Religious Higher Education (SIRHE/PTKIN) that are included in the 100 best universities in Indonesia, namely: 1) UIN Syarif Hidayatullah Jakarta which is ranked 34; 2) UIN Sunan Ampel Surabaya rank

¹ Some of the results of this research were published in the International Conference of Education, Management, and Social Sciences, 14 November 2020 Santika Premiere Hotel, Malang - East Java - Indonesia with the theme: "Managing Strategy and Education Improvement for Global Situation".

44; 3) UIN Maulana Malik Ibrahim Malang ranked 54, 4) UIN Sultan Syarif Kasim Riau ranked 69; 5) UIN Sunan Gunung Djati Bandung ranked 70; 6) UIN Walisongo Semarang rank 71; 7) IAIN Banjarmasin ranked 79; and 8) UIN Sunan Kalijaga Jogjakarta ranked 94 (Nurjamal, 2017). From these data, we can understand that UIN Malang is ranked 54th as the best university in Indonesia.

1.1 Research Question

How is the conceptual basis for implementing the Higher Education Quality Assurance System (HEQAS) at UIN Malang Indonesia?

1.2 Research Objectives

Analyzing the conceptual basis for implementing the Higher Education Quality Assurance System (HEQAS) at UIN Malang Indonesia.

LITERATURE REVIEW

Conceptually, the notion of quality is a combination of three views, namely: *First*, according to Tilaar (2012, p. 36) that quality has many meanings such as degree of action, according to requirements, overall leadership in the Higher Education Quality Assurance System, satisfying characteristics in the use of products or services. This definition in the context of ISO-9001 means the totality of characteristics that satisfy a need, or in a short operational sense, it means fitness for use. A product that has characteristics that satisfy customers is a quality product (Bancin, 2017, p. 1-12). So the customer is the only one who determines whether the product or service is of good quality. *Second*, Render (1993, p. 730) quotes Garvin, an expert on the quality of various opinions which start from the user's point of view that "quality lies in the eye of the beholder". *Third*, according to Eliot in Rusman (2009, p. 555), that "quality is something different for different people and depends on time and place or it is said to be in accordance with the purpose".

From the combination of these three views, quality is a concept that is relative and not absolute, which has the ability to satisfy the needs of all interested parties. Quality will always be dynamic in line with the demands of interested parties or customers for that quality. There are many parties with an interest in quality, each of which perhaps tries to impose its desire so that its interests are accommodated as a reference in determining quality (Bancin, 2017, p. 1-12).

The changing times demand changes in all aspects, including changes in higher education institutions in their management. The management of higher education is an effort for universities to keep up with the times. The quality standardization is a reference for all management carried out by universities. All tertiary institutions must meet the established standards in order to maintain their existence. (Arifudin, 2019, p. 161-167).

This higher education quality assurance system aims to ensure the fulfilment of higher education standards in a systemic and sustainable manner. So that it is expected that the quality culture will grow and develop in the university environment. This is done by the tertiary institution itself to control the

implementation of higher education according to the standards set by the government as a guideline. (Arifudin, 2019, p. 161-167).

The academic quality assurance system is an effort by universities as executors to produce competent generations as graduates. Most of the tertiary institutions in Indonesia are left behind from neighboring countries in the Southeast Asian region, let alone have to compete with various universities globally. The low quality of higher education in Indonesia is very ironic for a large nation but its human resources are still not able to compete (Arifudin, 2019, p. 161-167).

The low quality of tertiary institutions in Indonesia can be seen from the results of accreditation of higher education institutions and study programs. Of the total 4,472 tertiary institutions in Indonesia, only 50 universities have accredited A, and study programs accredited A are only 2,512. This is evidence that the quality of higher education in Indonesia must improve itself. Standards set by the National Higher Education Accreditation Board (NHEAB/BAN PT.) must be implemented in improving the quality of higher education. This higher education standardization is expected to improve the quality of higher education. So that the pattern of quality assurance is not only carried out by externals but also must be carried out autonomously by universities in accordance with the Regulation of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning the Higher Education Quality Assurance System (HEQAS). (Arifudin, 2019, p. 161-167).

RESEARCH METHODS

Researchers used qualitative methods with a case study model (Denzin & Lincoln, 1994, p. 2). The research design develops during the research process. Researchers collected data using techniques, namely: (1) in-depth interviewing, (2) observation, and (3) documentation (Moleong, 1990, p. 163-164).

Researchers conducted in-depth interviews with several key informants on campus, namely leaders at the rectorate level, leaders at the faculty level, and leaders at the department/study program level, as well as managers at the Quality Assurance Institution (QAI/LPM) at the university level and the Quality Assurance Unit (QAU/UPM) at the faculty level. Researchers collected data through documentation, namely: primary, secondary, and supporting data sources. The primary document data for this research are books that serve as the university's academic guidelines (Baharuddin, 2004; UIN Malang, 2009; UIN Malang, 2010; Curriculum Development Team, 2016). While secondary and supporting data, namely a number of other library documents and downloads on the internet that support data and documents related to the research focus (Mulyono & Wekke, 2018a; 2018b).

While the data analysis technique uses an interactive data analysis model referring to the opinion of Miles and Huberman (1992, p. 10-14). Data analysis takes place simultaneously which is carried out simultaneously with the data collection process, with the following stages: (1) data collection, (2) data

reduction, (3) data presentation (data display), and (4) conclusion drawing and verifying.

RESULTS AND DISCUSSION

Result

Based on data analysis in the field, the results of research on the conceptual basis of the implementation of the Higher Education Quality Assurance System (HEQAS) at UIN Malang can be explained as follows:

First, UIN Malang builds strong ideals to produce graduates with the character of “Ulul Albab”, namely the profile of graduates who have four strengths: (1) the strength of aqidah and spiritual depth, (2) the greatness of morality, the breadth of knowledge, (3) the breadth of knowledge, and (4) professional maturity. For this reason, UIN Malang has translated the concept of “Ulul Albab” in the form of education and teaching programs, research, and community service. The Ulul Albab concept becomes a philosophical foundation in all programs at the university level, faculty, study programs, and all activities on campus. (Mulyono, Sahlan, Sholihah, Rusmingsih, and Riadi, 2020).

Second, to produce graduates with the Ulul Albab predicate, UIN Malang constructs a scientific structure called the integration of science and Islam with the metaphor of the “Tree of Science” which is strong and shady and has roots that are firmly stabbed to the earth, as a symbol of the universality of Islamic teachings.

Third, UIN Malang has adopted the values of the Qur’an and the Sunnah of the Prophet Muhammad, Saw. Which implies quality as a strong foundation for building a strong academic. The quality values in the Qur’an are contained in the words ihsan, which is a strong motivation for someone to take action that is better than the general standard. The words of ihsan are scattered in several verses of the al-Qur’an, including QS. Al-Kahf: 7; QS. al-Qashash: 77; QS. al-Nahl: 90; and several other verses.

Fourth, UIN Malang tries to anticipate various challenges in higher education in general by applying theories in strategic management, change management, and transformative management to deal with macro and micro problems, including: (1) national macro problems, which involve economic crises, politics, morals, culture, and so on; (2) the emergence of world-class trends regarding globalization and free trade, which means that the competition for alumni in jobs is getting tougher; (3) The results of various survey institutions on Human Resources (HR), such as the Human Development Index (HDI, 2001, 2004), *Asia Week* (2000), and so on; that the quality of higher education in Indonesia is still low; (4) the unemployment rate for higher education (HE) graduates is increasing; (5) foreign workers have increased, while workers from Indonesia who work abroad are generally in the non-professional field of work; (6) people prefer to go to school or send their children abroad; (7) the increasing role of universities in shaping civil society.

Fifth, UIN Malang needs to realize organizational health, so that as a university it is able to produce quality graduates, by developing academic freedom, innovation, creativity, and knowledge sharing. One of the components of a healthy university is the existence of quality assurance in all academic and non-academic aspects. To strengthen the quality assurance, UIN Malang has declared the implementation of Quality Management System (QMS) ISO 9001: 2000 as a milestone that all academicians must commit to implementing QMS ISO 9001: 2000 consistently, on September 25, 2008. Which then continued at QMS 9001: 2008 and then QMS 9001: 2015. (Mahendra, 2016; Arintasuta & Ganesha, 2020; Mulyono, Sahlan, Sholihah, Rummingsih, and Riadi, 2020).

Sixth, the Strategic Plan for the development of the State Islamic University (UIN) Malang for the next 25 years is directed at three basic stages, including the short term (2005 - 2010) with the target of achieving institutional establishment and academic reinforcement. The medium-term (2011 - 2020) is to reach the university's position to be better known and recognized at the regional level (Regional Recognition and Reputation) while the long-term target (2021 - 2030) is expected to reach the top position of UIN Malang, namely to be better known and recognized at the international level.

Seventh, UIN Malang is committed to the spirit of quality culture by implementing QMS ISO 9001: 2015 as an international level quality standard, then the dream of making an excellent university will soon be realized in order to provide excellent service to all parties, both regional, national and international. The main Audit aims to measure the feasibility of UIN Malang management in implementing QMS ISO 9001: 2015 according to the planned vision and mission so that it deserves to receive an International level QMS Certificate. (Sahlan, 2014).

Eighth, the Quality Management System refers to the International Organization for Standardization (SSNI ISO) 9001: 2015 standard. The SSNI ISO 9001: 2015 standard is one of the newest versions of ISO 2015 which serves as a tool to achieve better educational quality standards and to demonstrate the performance of the University by ensuring that from time to time it can guarantee its existence in accordance with the expectations of its stakeholders. (Mahendra, 2016; Arintasuta & Ganesha, 2020).

Ninth, the basis of the Government Regulation, especially the quality assurance system of UIN Malang, is Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 21, Article 35 paragraph 1, Article 50 paragraph 2, and Article 51 paragraph 2. And in the Regulation of the Minister of Religion No. 5/2005 concerning the Statute of UIN Malang, especially Article 155 paragraph (1) concerning the Quality Assurance of education at UIN Malang.

Tenth, UIN Malang conducts internal audits or self-evaluations to motivate the entire academic community to motivate themselves to carry out continuous

development (continual improvement) in the future. This is done in order to achieve a common goal, namely to make UIN the Center of excellence and the Center Islamic civilization.

Eleventh, UIN Malang has gone faster to become a university-based on Islamic values as a superior and foremost university. In order to realize these big ideals, UIN Malang often faces various problems, including organizational changes, changes in leaders, changes in management systems, and changes from external factors. These various internal and external factors constitute changes that can disrupt sustainability, distort focus, and disturb the balance between idealism and realism factors. This is where the University needs the leadership's ability to have a vision, the confidence in organizing all components to achieve it together, providing resources that can encourage the achievement of the vision, and disciplining themselves in the "long journey" of achieving that vision.

Twelfth, UIN Malang applies the main principles of a quality assurance system, namely: "Write what you do and do what you write". Based on this principle, then developed into 8 (eight) quality principle indicators, namely: 1) customer focus, 2) leadership, 3) involvement of people, 4) process approach, 5) system approach to management, 6) continual improvement, 7) factual approach to decision making, 8) mutually beneficial supplier relationship.

Thirteenth, UIN Malang applies quality assurance principles which include: 1) commitment, 2) internally driven, 3) responsibility / inherent supervision, 4) compliance with plans, 5) evaluation, 6) continuous quality improvement. The purpose of quality assurance is to maintain and improve the quality of UIN Malang in a sustainable manner, both internally and externally to realize its vision and mission, as well as to meet the needs of stakeholders through the implementation of the three main missions of the higher education in Indonesia (*Tridharma Perguruan Tinggi*).

Fourteenth, UIN Malang implements a higher education quality assurance system as an effort to improve systematically and sustainably. This system recognizes that quality can always be improved. The procedures developed to ensure that staff constantly question the quality of processes and products, and are continually trying to improve them.

Fifteenth, UIN Malang is determined to realize its vision and mission through continuous academic quality assurance, as well as to meet the needs of stakeholders through the implementation of the three main missions of higher education. UIN Malang quality assurance is carried out to ensure: 1) compliance, 2) certainty, and 3) relevance.

Sixteenth, UIN Malang gives flexibility to each faculty, institution, department/study program, and unit to choose and set its own quality standards for education and activities for a number of aspects called quality items as follows: 1) Curriculum for Departments / Study Programs; 2) Human Resources (lecturers and education staff and other technicians); 3) Students; 4) Learning

process; 5) The process of training at the Dormitory (Ma'had); 6) Infrastructure and facilities; 7) Academic atmosphere; 8) Finance; 9) Research and publication; 10) Community service; 11) Pamong governance (governance); 12) institutional management; 13) Information system, and 14) Domestic and foreign cooperation.

Seventeenth, UIN Malang believes that the quality assurance system is considered to have an important position and meaning for the university in the future because its existence does not depend solely on the government but mainly depends on the assessment of stakeholders (students, parents, the world of work, government, lecturers, staff supporters, as well as other interested parties) on the quality standards of education and academic services. Through their assessment, it will be known whether the initial assumptions are still valid, the practice is still effective, or vice versa, the routine of work has taken root.

Eighteenth, UIN Malang understands that something is called quality if it meets: 1) Conformity with standards; 2) Conformity with stakeholder expectations, and 3) Fulfillment of promises that have been given. Quality assurance is: “the process of establishing and fulfilling education quality standards consistently and continuously so that customers or stakeholders get satisfaction”. Or “the process used by the University to ensure that the quality of graduates is in accordance with the determined / promised competencies and is consistently maintained and improved”. UIN Malang can achieve quality standards if: 1) UIN Malang is able to establish and realize its vision through the implementation of its mission (*deductive*). 2) UIN Malang is able to meet the needs of stakeholders (*inductively*) in the form of: a) community needs, b) industrial needs, and c) professional needs.

The model of the research findings can be described as follows:

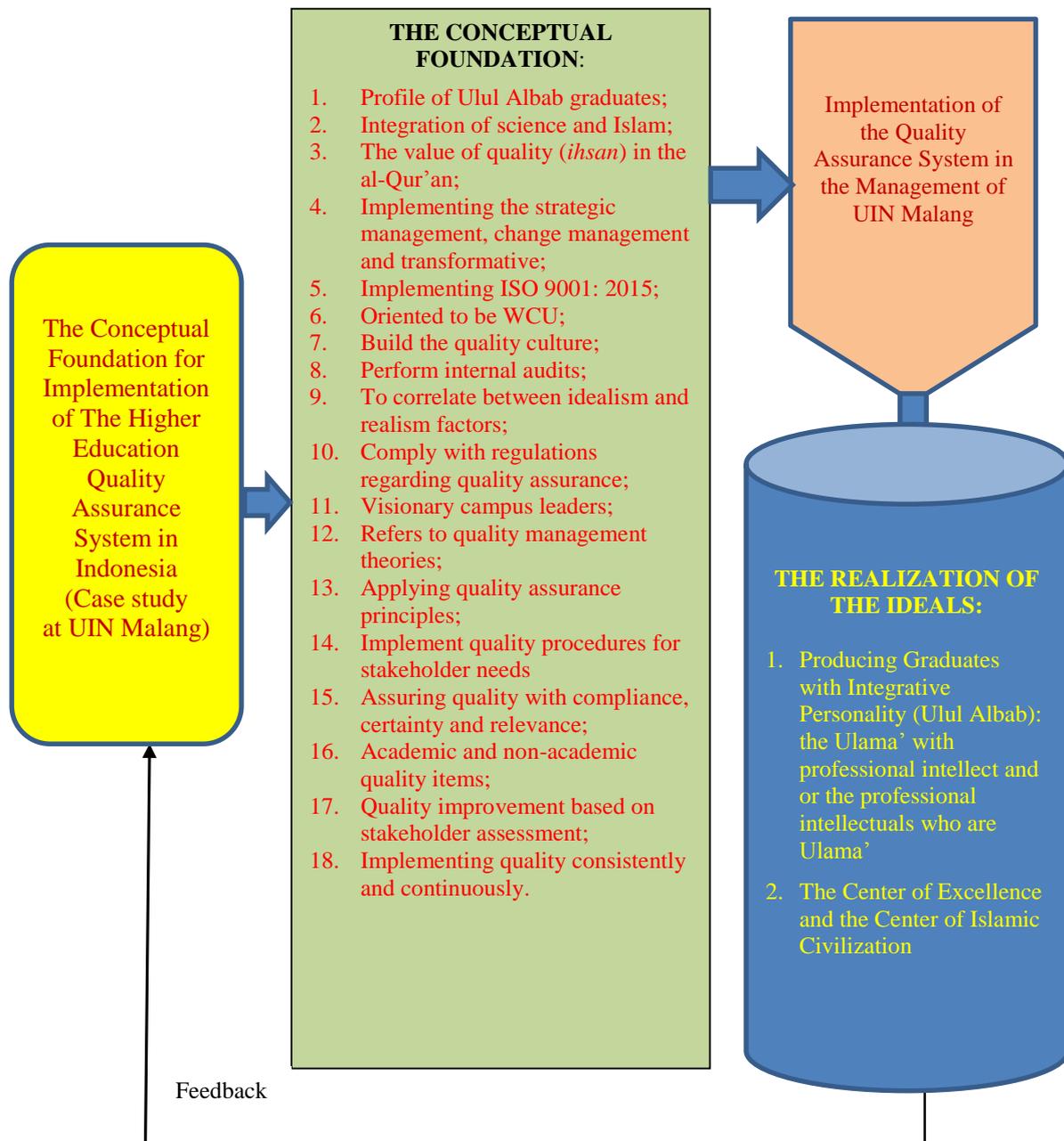


Figure 1. Conceptual Model for the System Implementation Quality Assurance of the Islamic State University (by Case Study at UIN Malang)

The research findings on the conceptual basis for the implementation of the Higher Education Quality Management Assurance System are part of one of the Indonesian Government policies regarding the Higher Education Quality Assurance System (HEQAS) which is carried out through three policies, namely: 1) internal quality assurance; 2) external quality assurance, and 3) licensing for program implementation.

First, the Internal Quality Assurance System (IQAS) is a quality assurance carried out by higher education institutions in a manner determined by the implementing university. The higher education institution determines the parameters and methods of measuring results according to its vision and mission. By carrying out internal quality assurance, higher education institutions should conduct internal evaluations called self-evaluations periodically. Self-evaluation is intended to strive for continuous quality improvement.

Second, the External Quality Assurance System (EQAS) is a quality assurance carried out by the National Accreditation Board for Higher Education (NABHE/BAN PT) of the Republic of Indonesia or other institutions in a manner determined by the accreditation agency that carries out. The parameters and methods for measuring the results are set by the accrediting agency that undertakes. The accreditation agency represents the community so that it is independent. Accreditation by accreditation bodies is intended to conduct the external evaluation in order to assess the feasibility of a higher education institution's program. In addition to assessing the feasibility of the program, accreditation is also intended to provide suggestions for improvement in seeking continuous quality improvement. External quality assurance hereinafter referred to as accreditation.

Third, the licensing for the implementation of study programs is granted by the Directorate General of Higher Education from the Republic of Indonesia for educational units that meet the requirements for implementing educational programs. The procedures and parameters used and set by the Directorate General of Higher Education are in accordance with applicable regulations. Licensing is not only intended as an external evaluation but also to assess the appropriateness of program implementation compliance. Thus, higher education quality assurance as a whole is intended to continuously improve the quality of higher education institutions. (The Quality Assurance Group of FMIPA Unesa, 2011).

The Higher Education Quality Assurance System (HEQAS) is seen as one of the important policies to address various problems of higher education in Indonesia. In addition, the Higher Education Quality Assurance System is considered capable of responding to the challenges of higher education. In general, the definition of quality assurance for higher education is:

- 1) The process of determining and fulfilling education quality standards consistently and continuously so that customers get satisfaction.
- 2) The process to ensure that the quality of graduates is in accordance with the determined/promised competencies so that the quality can be consistently maintained and improved continuously.

In other words, a tertiary institution is considered of high quality if it is able to establish and realize its vision through the implementation of its mission (deductive aspects), and is able to meet the needs / satisfy stakeholders (inductive aspects), namely the needs of society, the world of work and

professionals. Thus, universities must be able to plan, implement, and control a process that ensures quality achievement. To realize all of this, it requires normative requirements that must be fulfilled by every university. These requirements are contained in several principles, namely: 1) Commitment, 2) Internally driven, 3) Responsibility / inherent supervision, 4) Compliance with plans, 5) Evaluation and 6) Continuous quality improvement. (Bancin, 2017, p. 1-12; Arifudin, 2019, p. 161-167).

The purpose of quality assurance is to maintain and improve the quality of higher education in a sustainable manner, which is carried out internally to realize the vision and mission of higher education, as well as to meet the needs of stakeholders through the provision of education and teaching, research and community service. This can be carried out internally by the university concerned, controlled, and audited through accreditation activities carried out by the National Accreditation Board of Higher Education (NABHE/BAN PT) or other institutions externally. So that the objectivity of the assessment of the maintenance and improvement of academic quality on an ongoing basis in a university can be realized.

The importance of studying the conceptual basis of the quality assurance system of higher education at UIN Malang and in various other universities is very important because it becomes a strong foundation for compiling quality standards and quality culture based on local, national, and international wisdom. According to the Directorate General of Higher Education (2003), there are at least 5 (five) important aspects of the conceptual foundation for building a culture of higher education quality, namely:

- 1) *Quality first.* All thoughts and actions of all elements in the higher education organization must prioritize quality. Quality must be the first and number one. The satisfaction of internal customers and external customers is a priority. Academic and non-academic quality standards are prepared in order to meet customer expectations and satisfaction.
- 2) *Stakeholder-in.* All thoughts and actions of all elements in the higher education organization must be aimed at stakeholder satisfaction. The target is for stakeholders to be happy and excited about the services provided by educational organizations.
- 3) *The next process is our stakeholders.* Everyone who carries out tasks in a higher education organization must consider other people who use the results of their duties as stakeholders to be satisfied. There are stakeholders or customers who come from external and some from internal. By mapping the main business processes, it will be known which stakeholders their hopes and needs must be met.
- 4) *Speak with data.* Every executive in the higher education organization must take action and make decisions based on the analysis of the data they have previously obtained, not based on assumptions or engineering. Decision making with valid and reliable data will certainly be more in accordance with conditions in the field. In implementing quality culture, total quality tools can be used for decision making.

5) *Upstream management.* All decision-making in higher education organizations is done in a participatory, not authoritative manner. Participatory and democratic leadership styles are more suitable to be applied in universities. Higher education leaders must also be able to carry out employee empowerment programs. Employees who get empowered will be more creative and motivated to work optimally. (<https://mutupend Pendidikan.com/>, 2017; Basuki, 2013, p. 167-176; Mulyono, 2017, p. 61-68).

With the conceptual foundation of a solid quality assurance system, then reinforced by the 5 (five) aspects of quality culture above, it is hoped that it can become a strong foundation for building academic and non-academic quality as well as higher education competitiveness in the global era. The relationship between various components to build a culture of higher education quality in this discussion can be described as follows:



Figure 2. The Quality Assurance System of Higher Education
(Source: <http://www.sixsigmatrainingfree.com/system-quality-system.html>)

CONCLUSION

Referring to the findings and discussion, the results of the analysis of this study can be concluded as follows: 1) Building strong ideals to produce graduates with “Ulul Ulbab” characteristics. The Ulul Albab concept becomes a philosophical foundation in all programs at the university level, faculty, study programs, and all activities on campus. 2) To produce graduates with the Ulul Albab predicate, UIN Malang constructs a scientific structure called the integration of science and Islam with the metaphor of the Tree of Science which is strong and shady and has roots that are firmly stabbed into the earth, as a symbol of the universality of Islamic teachings. 3) UIN Malang has adopted the values of the Qur’an and the Hadits of the Prophet Muhammad Saw. Which implies quality

as a strong foundation for building a strong academic. Quality values in the Qur'an are contained in the words *ihsan*, which is a strong urge for someone to do actions that are better than general standards. The words of *ihsan* are scattered in several verses of the al-Qur'an, namely: QS. Al-Kahf: 7; QS. al-Qashash: 77; QS. al-Nahl: 90; and several other verses. 4) UIN Malang applies strategic management, change management, and transformative management to face macro and micro problems at local, national and global levels; 5) Realizing a healthy organization by consistently implementing SSNI ISO 9001: 2000 since 25 September 2008 and continuing to SSNI ISO 9001: 2008 and SSNI ISO 9001: 2015; 6) determined to become a leading university with an international reputation (International Recognition and Reputation); 7) Determined to build a quality culture to become the Excellent University. 8) Through the internal audit, it is hoped that the entire campus community will be motivated to motivate themselves in carrying out continuous development (continual improvement). 9) Realizing campus development by balancing idealism and realism factors. 10) Comply with the regulations and policies of the Government regarding the higher education quality assurance system. 11) Visionary campus leaders. 12) Quality management is also based on quality theories from quality management experts. 13) Adhere to quality assurance principles which include: a) commitment, b) internally driven, c) responsibility/inherent supervision, d) compliance with plans, e) evaluation, f) continuous quality improvement. 14) Implement quality procedures to maintain and improve quality in a sustainable manner and to meet the needs of stakeholders. 15) Application of quality assurance to ensure: a) compliance, b) certainty and c) relevance. 16) Describe quality items concerning all academic and non-academic aspects including a) conformance to standards; b) conformity with stakeholder expectations, and c) fulfilment of promises that have been given. 17) quality assurance is considered to have an important position and meaning because in the future its existence is not solely dependent on the government, but mainly depends on the assessment of stakeholders (students, parents, the world of work, government, lecturers, support staff, and other parties who have an interest) regarding the quality of the education it provides. Through their assessment, it will be known whether the initial assumptions are still valid, the practice is still effective, or vice versa, the routine of work has taken root. 18) The University understands that something is called quality if it meets: a) Conformity with standards; b) Conformity with stakeholder expectations, and c) Fulfillment of promises that have been given. UIN Malang can be said to achieve quality standards if: 1) it is able to establish and realize its vision through the implementation of its mission (deductive). 2) able to fulfill the needs of users and stakeholders (*inductive*), which includes: a) social needs, b) industrial needs, and c) professional needs.

This research produces a conceptual basis for a comprehensive quality assurance system and as a reference for evaluating and developing quality standards that have been implemented with the principle of continuous development (Quality Improvement) so that the quality culture will truly be realized in academic services in Indonesia. UIN Malang and other similar

universities. With this quality system, UIN Malang is projected to become *the Center of Excellence and the Center of Islamic Civilization*. Allah knows best.

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