

**REINVENTING ISLAMIC HIGHER EDUCATION TO THE
QUALIFIED HIGHER EDUCATION**
(Comparative Study to the Quality of Education Service in UIN Sunan
Kalijaga Yogyakarta, UIN Syarif Hidayatullah Jakarta, UIN Syarif
Kasim Riau, UIN Sunan Gunung Djati Bandung, and UIN Maulana
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Abstract: *Management Modernization of Islamic Higher Education (PTAI) is already done. If these changes can be made by the management of Islamic Higher Education, then it will certainly give births to a new paradigm of college recast. But if there is no change, it's useless to be UIN from IAIN and to be IAIN from STAIN. True UIN development philosophy is not just to create human who has ability to do job alone, but it is also directed to the development of scientific identity. Science and technology developed in the UIN is not castrate Islamic study programs, as is the identity of Islamic science of UIN. UIN as one of college-based Islamic science, it must prioritize its efforts on building a strong Islamic science. Majors and courses should be more developed, by integrating Undergraduate, Postgraduate and Doctoral Program. Globalization of education policy implementation should be able to change UIN academic climate in establishing the identity of science, the science of Islam. A sense of pride to the college motto of UIN as pioneer and excellent higher education in Islamic field, is not merely a "political jargon" but must be answered with a change in mindset, appreciation and habituation harness and leverage the potential of the most precious wealth for UIN, which is manner and morality of all people in the community independence of UIN with capital itself; Changes in vision, mission and organizational structure should provide an opportunity for the civitas academic towards further improvement in professional skills supported by an increase in welfare. Commitment should arrive at concrete form, which is supported by the additional financing and revenue system in the form of profit-sharing in fair and equitable to all components of the organization. In addition, it is also political action of UIN managers to change the mindset, appreciation and abandon old habits and ways of conventional management, to implement these patterns through a collaborative agreement forms both internally and externally, with the courage to compete with external organizations, dare to foster competition among internal elements of the organization. More daring to show excellent comparative into competitive advantage.*

Keywords: reinventing, knowledge management, quality.

INTRODUCTION

Problem to the quality of Islamic higher education can be seen from the aspect of higher education input, process occurred in the Islamic higher education, and output of Islamic higher education. Problem of quality that becomes

concern today is output quality of Islamic higher education and learning process occurred in Islamic higher education.

Indeed, it is not ethical if the higher education seen as an industry. However, if it is seen from the process then it can be stated that management of a higher education is similar to the management of an industry. Higher education in Indonesia, for instance, served as place to prepare workers for national development who have academic ability, to prepare researchers that able to develop, create, and distribute science, technology as well as to prepare candidate of state leader. Thus, it can be stated that function of higher education is to manage input into a process to be output as three items explained above.

As a company which conducts production, higher education has unique character. Higher education as company has similarity and also difference to the other companies or industries. The similarity among both of them, for instance, is in order to develop its quality and manage its assets, it needs cost. While, company is only looking for financial profit.

Based on the idea above, the development of higher education quality system may refer to the development of modern industry quality system, although it is with some modifications.

Industrial process must be viewed as one continuous improvement started from set of cycle since the establishment of ideas in order to create a product, developing product, production process to the distribution to consumers.

Moreover, Gaspersz stated that despite those things, in order to create modern quality system, it needs management transformation.

Problem Formulation

- a. What are indicators that become determiner of service quality in Islamic higher education according to its students?
- b. Is there any difference of quality level to many Islamic higher educations?

Student selected as research subject due to: First, student as higher education costumer who perceive the service of higher education. Second, student is the largest stakeholder of higher education, thus the attempt to know service quality from student perspective is the attempt to realize customer orientation in higher education.

Research Goal

This research aims to examine whether there is the difference of dominant aspect related to the problem of service quality for students in Islamic higher education. If it is so, then what is field to be dominant factor?

Research Limitation

The researcher established limitation of service quality definition in Islamic higher education as condition to the either good or bad service perceived by students in their higher education. This condition assessed from comparison between service quality perceived by students (perceived quality) to the expected quality. Thus, quality in this research is gap between the expected quality and perceived quality from many indicators used in questionnaire. The smaller gap value shows better service quality.

This research conducted in UIN (State Islamic University) Maulana Malik Ibrahim Malang, UIN Sunan Kalijaga Yogyakarta, UIN Syarif Hidayatullah Jakarta, UIN Sultan Syarif Kasim Riau, UIN Sunan Gunung Djati Bandung and students that determined as research respondent were them who already passed minimum of two semesters in one of universities above.

Research Advantage

- a. For practitioners
Gives importance understanding to the many factors determine quality of education service in Islamic higher education as consideration in designing education management system in Islamic higher education.

b. For academician

Gives discourse about research to the quality of education service in Islamic higher education and can be made as reference for further research and development

Perception defined as process where individuals choose, organize, as well as stimulus accepted through their senses to be a meaning.

Higher Education Management Based Quality

In line to the management transformation, education management also should be changed as well. Karl Albrecht in At American's Service cited by Spanbauer proposed new education management concept with larger paradigm as follows:

Based on Albrecht's opinion, this paradigm changes able to change authority traditional pyramid which at first management is above then now it takes more priority on customer and other stakeholders.

Quality improvement in higher education cannot be seen as "instant" process. This activity is long term process which needs organizational changes and restructuring that cannot be terminated in the middle of process. Commitment to change to the better quality must be understood by all management levels and must be based by willingness to change. The more important thing despite willingness to change is comfort in implementing role towards this process of change. Beside managerial levels that should be understood and know their job on these changes, staffs also should know commitment from their manager. Commitment declared clearly will motivate staffs to do these changes together for their organization.

Spanbauer, 1992, stated that key of success towards quality improvement program in most of private industrial sectors heavily affected by management involvement, right decision taking, and way of thinking related to statistical analysis and assessment, and employee's knowledge.

It should always be conducted by evaluation to every activity/program that been implemented. Assessment criteria may be based on internal analysis of organization unit in order to see ability of organization unit in giving service to the customers that really determined by customer value of the organization unit.

Spectrum of Modern Higher Education Service

One of basic problem towards UIN (State Islamic University) institution service to the society is weak management system that can be made as reference by the administrators and implementer, either related to the education substance (implementation field) to every educational institution unit or managerial process to many organization unit levels of UIN. This phenomenon, actually, closely related to the working ethos and work culture from the administrators. Working ethos related to the mental attitude that already becomes personality character. Work culture related to the mind, feeling, and habits. Working ethos and work culture will create mental attitude realized in behaviors appear during task implementation. Then, it seems difficult to develop willingness in order to change old habit from administrators and implementers. If working ethos and work culture cannot be established as one priority in developing UIN institution, then it is difficult to achieve the goal of "pioneer and excellent" higher education. Accountability and public image of the institution are a series has causal effect. Good management results in accountable process and output. Therefore, in order to achieve accountability and public image of UIN institutions, then in its institutional planning process should take priority on aspects as follow: First, policy development regulates about performance standardization (both individual and institutional) in curriculum development management, professionalism, facility and infrastructure development, financial sources exploration and empowerment, and actual participation improvement in the society; Second, capacity improvement and service modernization in improving potentials of competitive superiority based potential in every study program or department in order to have competitiveness; Third, networking development through institutional cooperation or partnership to the similar institutions (school sister) that have superiority as well as to the companies, Non Government Organizations, and communities that have concern to UIN institutions. Fourth, capacity reinforcement

and modernization of academic management information system based technology that getting closer to the community, thus it will always be accurate, reliable, and easy to be accessed by all people from any classes who need the information.

RESEARCH METHOD

Sample Determination Technique

In this research, sample taken from Islamic higher education than been converted to UIN (State Islamic University) as follow: UIN Maulana Malik Ibrahim Malang, UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, UIN Sultan Syarif Kasim Riau and UIN Sunan Gunung Djati Bandung. The research sample determined by using purposive sampling method. Purposive sampling is sample determination adjusted to the research goal in order to be able in determining sample as with the research goal. The students as research respondent determined by using convenience sampling method, which is the researcher can determined population member that is the most easiest to obtained its information as research sample.

Data Collecting Method

Primary data collection performed by using survey method, which is by distributing questionnaire.

Research Questionnaire

Research questionnaire which assesses service quality aspect in the Islamic higher education had been developed by Athiyaman (1997), Kwan and Paula (1999). Service quality aspects proposed in this research as follow: (1) Lecture material content (MTKUL), (2) Concern to the students (PDPM), (3) Facility (FAS), (4) Assessment (PEN), (5) Consulting service (PELKON), (6) Communication to the university (KOKAM), and (7) Social activity (AKSOS). The researcher made 31 items of question using Likert scale (1-5) that assess perception of perceived service quality in which the scale started from very important to the unimportant and also perceived service quality from extremely satisfied to the not at all satisfied.

DATA ANALYSIS

Validity test in this research used Kaiser-Meyer-Olkin (KMO) assessment which shows homogeneity assessment from research variable.² KMO value of measure of sampling adequacy (MSA) in this research was 0,916.³ Reliability Test.⁴ Limit value that used to assess reliability level that can be accepted is cronbach's alpha above 0,60.⁵

**TABLE 1
CRONBACH'S ALPHA VALUE TO EACH FACTOR**

FACTOR	CRONBACH'S ALPHA
PEN	0.8151
FAS	0.8130
MTKUL	0.8682
PDPM	0.7870
PELKON	0.7965

² The higher KMO value, the more valid item of statement. Limitation to the valid measure according Sharma (1996) in Chasanah (2003) stated that KMO value of 0.50, either positive or negative still can be tolerated to be accepted as research instrument.

³ It shows that the value larger than 0.50 means that the items can be processed in advance.

⁴ Reliability is assessment about internal consistency from indicators of a construct which shows degree to where each indicator able to identify a construct. See Ferdinand 2002: p. 87).

⁵ See Hair 1998

KOKAM	0.7685
AKSOS	0.7912

Source: Processed Primary Data.

From reliability test such in table 1 above, it shows that, as a whole, cronbach's alpha value is above 0.70. It means that all variables in this research were reliable and means that the questionnaire was reliable.

DATA ANALYSIS

Data analysis was conducted to 7 (seven) indicators of education quality to the Islamic higher education. Those 5 universities with certain criteria had conducted transformation from IAIN (State Islamic Institution) to be UIN (Islamic State University) as follow: UIN Sunan Kalijaga Yogyakarta, UIN Syarif Hidayatullah Jakarta, UIN Sultan Syarif Kasim Riau, UIN Sunan Gunung Djati Bandung, and UIN Maulana Malik Ibrahim Malang.

The first step in this data analysis was looking for gap of quality factor. Data processing was performed by comparing service quality. The second step was looking for dominant factor in creating quality by determining gap value from each factor.

TABLE 2
GAP VALUE OF FACTORS IN QUALITY INDICATOR⁶

Name of Islamic Higher Education	PEN	FAS	MTKUL	PDPM	PELKON	KOKAM	AKSOS
UIN Syarif Hidayatullah Jakarta	1.00	1.02	0.99	0.96	1.00	1.07	0.97
UIN Maulana Malik Ibrahim Malang	1.00	1.01	1.02	0.98	1.02	1.04	0.99
UIN Syarif Kasim Riau	1.00	0.94	1.02	0.97	0.98	0.95	0.94
UIN Sunan Kalijaga Yogyakarta	1.00	0.97	0.98	1.00	0.96	0.98	1.03
UIN Sunan Gunung Djati Bandung	0.95	0.92	0.93	0.92	0.94	1.00	0.95

Source: Processed Primary Data.

GAP ANALYSIS TO THE FACTOR OF QUALITY INDICATOR IN UIN SYARIF HIDAYATULLAH JAKARTA

Analysis conducted to the education quality indicator in Islamic higher education of UIN Syarif Hidayatullah Jakarta. From the result of data processing, it was found gap value for each factor. Those gap values for education quality indicator in UIN Syarif Hidayatullah Jakarta can be seen on the table below:

TABLE 3
VALUE OF EDUCATION QUALITY INDICATOR IN UIN SYARIF HIDAYATULLAH JAKARTA

FACTOR	REALITY AND EXPECTANCY	GAP
Assessment	1.00	0.00
Facility	1.02	0.02
Lecture Material	0.99	-0.01
Lecturer's Concern to the Student	0.96	-0.04
Consulting Service	1.00	0.00

⁶ If value of a factor in quality indicator smaller than one (1), it means quality perceived by customers (students) is smaller than quality expected by customers, then customers feel unsatisfied (negative). In contrast, if value of a quality indicator larger or equal with one (1), it means quality perceived by customers larger or equal with the expectation, then customers feel satisfied (positive).

Communication to the University	1.07	0.07
Social Activity	0.97	-0.03

Source: Processed Primary Data.

From table 3 above, it can be concluded that there are 4 factors of quality indicator that have equal quality to the student's expectancy. Those four factors of quality indicator indicate to have good quality based on respondent perception. It can be seen from gap value of four quality indicators above that have positive and zero gap. Those four factors of quality indicator include: assessment, facility, consulting service, communication to the university, and social activity.

While, from seven factors of quality indicator, three factors have unequal quality to the student's expectancy. Those factors can be seen from negative gap value: facility, lecture material, and lecturer's concern to the student.

In the data analysis, it was used by significance level of 0.10. If the result of chi-square analysis shows value smaller than its Asymp Sig. value of 0.10, then it can be stated that the quality indicator shows significant difference. It can be seen on the table below:

TABLE 4
STATISTICAL TEST TO THE EDUCATION QUALITY INDICATOR
IN UIN SYARIF HIDAYATULLAH JAKARTA

	PEN	FAS	MTKUL	PDPM	PELKOM	KOKAM	AKSOS
Chi-square	51.333	59.333	36.000	42.000	67.067	71.733	67.000
Df	19	18	17	19	12	13	14
Asymp.Sig.	.000	.000	.005	.002	.000	.000	.000

Source: Processed Primary Data.

From table 4 above, it shows Asymp.Sig value smaller than 0.10. It means that all education quality factors in UIN Syarif Hidayatullah Jakarta, as a whole, were significant. Thus, it could be concluded that there was significant difference of education quality indicator in UIN Syarif Hidayatullah Jakarta.

GAP ANALYSIS TO THE FACTOR OF QUALITY INDICATOR
IN UIN MAULANA MALIK IBRAHIM MALANG

Analysis conducted to the education quality indicator in Islamic higher education of UIN Maulana Malik Ibrahim Malang. From the result of data processing, it was found gap value for each factor. Those gap values for education quality indicator in UIN Maulana Malik Ibrahim Malang can be seen on the table below:

TABLE 5
VALUE OF EDUCATION QUALITY INDICATOR
IN UIN MAULANA MALIK IBRAHIM MALANG

FACTOR	REALITY AND EXPECTANCY	GAP
Assessment	1.00	0.00
Facility	1.01	0.01
Lecture Material	1.02	0.02
Lecturer's Concern to the Student	0.98	-0.02
Consulting Service	1.02	0.02
Communication to the University	1.04	0.04
Social Activity	0.99	-0.01

Source: Processed Primary Data.

From table 5 above, it can be concluded that there are 5 factors of quality indicator that have equal quality to the student's expectancy. Those five factors of quality indicator indicate to have good quality based on respondent perception. It can be seen from gap value of five quality indicators above that have positive and zero gap. Those five factors of quality indicator include: assessment, facility, lecture material, consulting service, and communication to the university.

While, from seven factors of quality indicator, two factors have unequal quality to the student's expectancy. Those factors can be seen from negative gap value: lecturer's concern to the student and social activity. In the data analysis, it was used by significance level of 0.10. If the result of chi-square analysis shows value smaller than its Asymp Sig. value of 0.10, then it can be stated that the quality indicator shows significant difference. It can be seen on the table below:

TABLE 6
STATISTICAL TEST TO THE EDUCATION QUALITY INDICATOR
IN UIN MAULANA MALIK IBRAHIM MALANG

	PEN	FAS	MTKUL	PDPM	PELKOM	KOKAM	AKSOS
Chi-square	66.000	38.143	87.524	75.000	101.238	96.429	106.381
Df	20	32	19	26	15	18	18
Asymp.Sig.	.000	.210	.000	.000	.000	.000	.000

Source: Processed Primary Data.

From table 6 above, it shows six Asymp.Sig values smaller than 0.10. It means that those six education quality factors in UIN Maulana Malik Ibrahim Malang were significant, except one insignificant factor where its Asymp.Sig. value of 0.210 larger than determined significance level of 0.10.

GAP ANALYSIS TO THE FACTOR OF QUALITY INDICATOR
IN UIN SUNAN KALIJAGA YOGYAKARTA

Analysis conducted to the education quality indicator in Islamic higher education of UIN Sunan Kalijaga Yogyakarta. From the result of data processing, it was found gap value for each factor. Those gap values for education quality indicator in UIN Sunan Kalijaga Yogyakarta can be seen on the table below:

TABLE 7
VALUE OF EDUCATION QUALITY INDICATOR
IN UIN SUNAN KALIJAGA YOGYAKARTA

FACTOR	REALITY AND EXPECTANCY	GAP
Assessment	1.00	0.00
Facility	0.97	-0.03
Lecture Material	0.98	-0.02
Lecturer's Concern to the Student	1.00	0.00
Consulting Service	0.96	-0.04
Communication to the University	0.98	-0.02
Social Activity	1.03	0.03

Source: Processed Primary Data.

From table 7 above, it can be concluded that there are 3 factors of quality indicator that have equal quality to the student's expectancy. Those three factors of quality indicator indicate to have good quality based on respondent

perception. It can be seen from gap value of three quality indicators above that have positive and zero gap. Those three factors of quality indicator include: assessment, lecturer’s concern to the student, and social activity.

While, from seven factors of quality indicator, four factors have unequal quality to the student’s expectancy. Those factors can be seen from negative gap value: facility, lecture material, consulting service, and communication to the university.

In the data analysis, it was used by significance level of 0.10. If the result of chi-square analysis shows value smaller than its Asymp Sig. value of 0.10, then it can be stated that the quality indicator shows significant difference. It can be seen on the table below:

TABLE 8
STATISTICAL TEST TO THE EDUCATION QUALITY INDICATOR
IN UIN SUNAN KALIJAGA YOGYAKARTA

	PEN	FAS	MTKUL	PDPM	PELKOM	KOKAM	AKSOS
Chi-square	60.800	40.600	76.850	87.500	99.200	99.200	58.000
Df	20	25	18	24	24	15	19
Asymp.Sig.	.000	.25	.000	.000	.000	.000	.000

Source: Processed Primary Data.

From table 8 above, it shows Asymp.Sig value smaller than 0.10. It means that all education quality factors in UIN Sunan Kalijaga Yogyakarta, as a whole, were significant. Thus, it could be concluded that there was significant difference of all education quality indicators in UIN Sunan Kalijaga Yogyakarta.

GAP ANALYSIS TO THE FACTOR OF QUALITY INDICATOR
IN UIN SULTAN SYARIF KASIM RIAU

Analysis conducted to the education quality indicator in Islamic higher education of UIN Sultan Syarif Kasim Riau. From the result of data processing, it was found gap value for each factor. Those gap values for education quality indicator in UIN Sultan Syarif Kasim Riau can be seen on the table below:

TABLE 9
VALUE OF EDUCATION QUALITY INDICATOR
IN UIN SULTAN SYARIF KASIM RIAU

FACTOR	REALITY AND EXPECTANCY	GAP
Assessment	1.00	0.00
Facility	0.94	-0.06
Lecture Material	1.02	0.02
Lecturer’s Concern to the Student	0.97	-0.03
Consulting Service	0.98	0.02
Communication to the University	0.95	0.05
Social Activity	0.94	0.06

Source: Processed Primary Data.

From table 9 above, it can be concluded that there are 5 factors of quality indicator that have equal quality to the student’s expectancy. Those five factors of quality indicator indicate to have good quality based on respondent perception. It can be seen from gap value of five quality indicators above that have positive and zero gap. Those five factors of quality indicator include: assessment, lecture material, consulting service, communication to the university, and social activity.

While, from seven factors of quality indicator, two factors have unequal quality to the student's expectancy. Those factors can be seen from negative gap value: facility and learner's concern to the student. In the data analysis, it was used by significance level of 0.10. If the result of chi-square analysis shows value smaller than its Asymp.Sig. value of 0.10, then it can be stated that the quality indicator shows significant difference. It can be seen on the table below:

**TABLE 10
STATISTICAL TEST TO THE EDUCATION QUALITY INDICATOR
IN UIN SULTAN SYARIF KASIM RIAU**

	PEN	FAS	MTKUL	PDPM	PELKOM	KOKAM	AKSOS
Chi-square	81.273	114.909	108.318	153.000	143.773	145.136	102.182
Df	25	22	20	21	16	18	23
Asymp.Sig.	.000	.000	.000	.000	.000	.000	.000

Source: Processed Primary Data.

From table 10 above, it shows Asymp.Sig value smaller than 0.10. It means that all education quality factors in UIN Sultan Syarif Kasim Riau, as a whole, were significant. Thus, it could be concluded that there was significant difference of all education quality indicators in UIN Sultan Syarif Kasim Riau.

**GAP ANALYSIS TO THE FACTOR OF QUALITY INDICATOR
IN UIN SUNAN GUNUNG DJATI BANDUNG**

Analysis conducted to the education quality indicator in Islamic higher education of UIN Sunan Gunung Djati Bandung. From the result of data processing, it was found gap value for each factor. Those gap values for education quality indicator in UIN Sunan Gunung Djati Bandung can be seen on the table below:

**TABLE 11
VALUE OF EDUCATION QUALITY INDICATOR
IN UIN SUNAN GUNUNG DJATI BANDUNG**

FACTOR	REALITY AND EXPECTANCY	GAP
Assessment	0.95	-0.05
Facility	0.92	-0.08
Lecture Material	0.93	-0.07
Lecturer's Concern to the Student	0.92	-0.08
Consulting Service	0.94	-0.06
Communication to the University	1.00	0.00
Social Activity	0.95	-0.05

Source: Processed Primary Data.

From table 11 above, it can be concluded that there is 1 factors of quality indicator that have equal quality to the student's expectancy. That one factor of quality indicator indicate to have good quality based on respondent perception. It can be seen from gap value of one quality indicator above that have positive and zero gap. That one factor of quality indicator includes communication to the university.

While, from seven factors of quality indicator, six factors have unequal quality to the student's expectancy. Those factors can be seen from negative gap value: assessment, facility, lecture material, learner's concern to the student, consulting service, and social activity.

In the data analysis, it was used by significance level of 0.10. If the result of chi-square analysis shows value smaller than its Asymp Sig. value of 0.10, then it can be stated that the quality indicator shows significant difference. It can be seen on the table below:

TABLE 12
STATISTICAL TEST TO THE EDUCATION QUALITY INDICATOR
IN UIN SUNAN GUNUNG DJATI BANDUNG

	PEN	FAS	MTKUL	PDPM	PELKOM	KOKAM	AKSOS
Chi-square	25.244	24.578	30.333	18.333	75.444	33.000	34.333
Df	28	30	29	29	19	17	29
Asymp.Sig.	.615	.745	.398	.937	.000	.011	.227

Source: Processed Primary Data.

From table 12 above, it shows two Asymp.Sig values smaller than 0.10. It means that those two education quality factors in UIN Sunan Gunung Djati Bandung were significant. Thus, it could be concluded that there was insignificant difference of all education quality indicators in UIN Sunan Gunung Djati Bandung.

RESEARCH RESULT

Hypothesis 1: There is the difference of service quality level in many Islamic higher education that been converted to be UIN (State Islamic University).

From gap analysis that been conducted, it was found that there was the difference of service quality to the Islamic higher education that been converted to be UIN. It showed by different average value of quality indicator factor among one Islamic higher education to the others. The higher education assessed as able to provide the highest service quality level compared to other higher education was UIN Maulana Malik Ibrahim Malang. Although the difference was insignificant, however, it described that every Islamic higher education converted to UIN has different service quality level. Therefore, hypothesis 1 was confirmed in which there is the difference of service quality level in many Islamic higher education of UIN.

Hypothesis 2: There is the difference of dominant factor towards service quality in each UIN.

It could be seen from service quality indicators in each UIN, then it was seen that each UIN has different dominant factor of service quality. In UIN Syarif Hidayatullah Jakarta, the most dominant factor or factor that comes satisfaction to students was assessment factor. The most dominant factor in UIN Maulana Malik Ibrahim Malang was factor related to the communication to the university, social activity, assessment, and consulting service. Therefore, hypothesis 2 was confirmed.

QUALITATIVE ANALYSIS

Policy around UIN (State Islamic University) considered as government's concern to the UIN order to make it able and independent to manage the institution itself in autonomy. This autonomy means larger autonomy. UIN can design curriculum and manage the employment as with working load, allocating resources as with changes including change into higher system.

UIN practices Human Capital philosophy: a philosophy first considers that human element used as factor to drive rate of economic growth. Thus, in global economy, the position of "human" becomes unclear. There is a shift from natural resources to knowledge based resources. Therefore, according to UIN chiefs, at that time, in national economic growth, this "knowledge" can be considered as infrastructure in national economic growth. However, in fact, it is not limited to only infrastructure; even it goes to the management process by using technological infrastructure as manifestation of knowledge. This knowledge element becomes instrument in Human Resource Development (HRD) as well. Thus, it is not surprisingly that HRD philosophy has led to the human resource that

not only to create resources have ability to only do the works, but also have knowledge and capacity to develop knowledge in order to do better and qualified works. This HRD theory, in this modern era, mostly called as K-Workers Theory at corporation management environment.

Knowledge definition is not the meaning of ordinary knowledge, however it involves more comprehensive meaning. Such in automotive world or real-estate, the role of electronic in management implemented by using high-technology infrastructure and instrument, started from design process to the marketing and after sale service which using computer based. It shows that business reliability is not only determined by human factor, but also by infrastructure and instrument implementation based knowledge implementation. If what been explained by UIN chiefs truly becomes rationale leads to the change of IAIN or STAIN to be UIN, then UIN management change to be more modern is something that cannot be avoided (indispensable). The duty of UIN, recently, is not merely creating high quality and professional human resource in limited definition, however, it should be changed to be knowledge producing enterprise institution. UIN, if it is considered as institution, then HRD absolutely has very excellent economic value. However, is it possible that current curriculum management able to support this mission?

UIN should has knowledge curriculum structure as with UIN identity, not IAIN or STAIN curriculum structure. Content standard and competence standard should be referred to the UIN knowledge structure (body of knowledge). The establishment of content standard and competence standard is main duty and function of every study program. In fact, since it converted to UIN, the efforts to change curriculum already done. However, curriculum that been established by each study program changed by special team in which the result is not representing knowledge autonomy in every study program. Moreover, there is tendency that convert program from institute to be university only ornamented by the opening of general study programs. By university attribute, indeed, it has opportunity to develop general study programs, but if it is not based on clear body of knowledge structure, then it is really counterproductive. It should be started first by reinventing curriculum that truly represents UIN identity. Does every department and study program in UIN has curriculum structure based on body of knowledge that suitable to the UIN identity? Does UIN able to be HRD institution based knowledge? Is it possible that UIN policy will change academic climate of curriculum development based knowledge?

Reinventing the Employment

UIN chiefs should be able to cope with HRD problems where it should be conducted imperatively related to the aspect of recruitment, selection, placement and distribution, training and career development, employment right and welfare, employee relationship, reward and sanction⁷. Those aspects, in company organization environment, developed much way better than studies resulted by UIN institution itself. Human resource management developed by UIN is still in unclear concept and reference, still looking for a shape. Thus, it is difficult to be appreciated and implemented. If human resource of UIN already based K-Building Capacity and Capacity Building, then it may be easier to be appreciated and implemented. Thus, there will be more creative and productive employee. Although it is expensive, however, it will be equal to the higher personnel performance and productivity.

Reinventing Facility and Infrastructure

In this context, at least there are three programs related to the facility and infrastructure: (1) Learning facility development, recondition, and perfection or completion; (2) Information and Communication Technology (ICT) implementation in academic and management field; (3) Facility and infrastructure development towards university business both in internal and external environment. Those three aspects have significant effect to the human's life around UIN environment. Humans change environment where they belong and environment changes human behavior. In educational and learning context, it means that learning facility as environment of learning place may

⁷ Gaughan, Patrick A. (1999). *Mergers, Acquisitions, and Corporate Restructurings*, Second Edition, New York: John Wiley & Sons, Inc.p. 74

affect subject behavior that engaged into the learning process including administrators, lecturers and employees, students, and people related to UIN.

Reinventing the Financing

Nevertheless, it cannot be denied that higher education; despite has economic benefit, it also has social-psychological benefit that difficult to be analyzed economically. However, economic approach in analyzing higher education gives contribution, at least, to two aspects: (1) Effectiveness analysis means financial use analysis applied to achieve UIN objectives; (2) Efficiency analysis of education implementation in UIN means comparison between UIN output with a number of people sacrifice given to UIN.

Financial cost benefit, by education financial expert mostly called as Cost Benefit Analysis, is ratio between financial profit as education outcome (commonly assessed by income) with all costs spent for education. Actually, in assessing education financial cost benefit, it mostly based on more complex education financial concept than profit due to cost components related to its type and properties are heavily various. Educational cost is not only money or Rupiah, but also in the form of opportunity cost. Opportunity cost (income forgone) is potential of income for a student during he/she follows the learning or completing the study. Therefore, the whole cost during the school time consists of direct and indirect cost.

Developing Competitiveness

Modernization of UIN management already done. However, does the implementation by UIN able to bring changes to the expected academic climate as with the initial concept or not? Although physical development is not finished yet, new student intake (or new student quota) is far above the capacity, both from facility and infrastructure aspect as well as administrator aspect. Besides that, other fact occurred in UIN management is bad management, program accountability, and public image. This badness mostly caused by there is not grand design of all implemented fields and managerial process as control tool and operational tool toward management of change.

Article of association, household budget, and rule of law are still not conducted by public test, either internally or externally; Rule of work implementation, duties, policy, decision related to mechanism of main duty and function implementation system in every work unit still have no standard; Every policy issued by rectorate is not delivered to all organization members transparently; Many unclear echelons in special units, working group, working team, and expert staff; more working load of UIN in lower level organization, but not accompanied by appropriate returns as with the working load; Operational cost budget of UIN main duty still not based on needs assessment of every component and activity that really need operational cost; Amount of operational cost for officials in central unit is larger than operational cost for organization main unit; Operational fund/cost distribution for the implementation of UIN main duty and function in lower level organization unit always be reduced and take longer time from the schedule; Less transparency in fund management from fund operators; And every works or jobs result in financial profit from lower level organization unit always be reduced by upper level unit or central unit with number and percentage larger than what is earned by implementer unit.

For UIN itself, there are still many aspects need to be anticipated. If UIN chiefs cannot prepare appropriate system tool – such as rule for every substance, process, and management context – then it will make UIN goes in further bankruptcy. UIN will change to be commercial unit deviates from the identity and education and research mission as well as community service. It most likely that UIN: (1) will have education service decrease by government to people; (2) will have less science and technological education development due to expensive investment and operational cost; (3) will have less qualified research on educational science; (4) will have larger social-economic disparity.

CONCLUSION

From the result of data analysis based on respondent response to the five UIN in Indonesia, then it can be concluded as follows:

- 1). Analysis result in this research showed that there was the difference of dominant factor towards service quality which could be seen in UIN with positive gap in each factor of quality indicator.
- 2). Analysis result showed that there was the difference of higher education service quality in 5 UIN taken as sample. The difference of this service education quality could be seen from gap in each factor of education quality indicator of UIN.

The research result above based on respondent response in each UIN, thus the result could not be treated in general due to the response was subjective and respondents only conducted assessment in UIN where they study.

SUGGESTION

Although the research result from respondents was subjective, however, the research result expected to be useful in order to conduct evaluation for UIN due to this research result is expectation from UIN students. Therefore, there are many suggestions as follow:

- a. For UIN with positive gap in each factor of education service quality indicator, then it should be maintained. However, for middle and long term, the quality needs to be improved due to factors that currently have good quality based respondents may will be less good quality in the future because the quality considered as irrelevant to the student expectancy. Thus, there should be quality improvement sustainably and continuously and it needs evaluation towards education service quality periodically in order to understand student expectancy.
- b. For UIN with negative gap in each factor of education service quality, then the related UIN should conduct service quality improvement for those factors. It does not mean that negative gap, generally, is bad quality. However, based on respondent response, the quality is under their expectancy.