Quality Assurance in Islamic Higher Education (Case in UIN Bandung)

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Abstract: *the main goal of this research is to identify student satisfaction factor on academic and learning processes in Islamic higher education and the degree of this satisfaction. It is believed that academic and learning satisfaction is one of the important factors for the quality assurance in Islamic higher education. The population of this study in particular includes UIN Sunan Gunung Djati Bandung student, which is one of the Indonesia public universities and considered the students from 2016 to 2018. A questionnaire was given to a group of students as respondent. Based on this, the degree of satisfaction and the factors affecting it were investigated and identified. Descriptive statistics was used to identify the quality assurance aspect. The result showed that six aspects has the high validity in determining the quality assurance in Islamic higher education.*
Keywords: *Academic and learning processes, quality assurance, higher education, student satisfaction, validity and reliability.*

I.   INTRODUCTION

The higher education system cultivation, include Islamic Higher Education, trend to changes in its structure and content are caused by its increasing contribution into the economic growth, by the improvement of living standards, and by the rising demand for the credible and qualified staff. The society development trends, determined by the Industrial Revolution 4.0, imply modification of educational strategies and building a new cultural and educational model. All these prerequisites make the education quality management, including student satisfaction, relevant to the nowadays situation (Shirazi, 2017).

Thhis study aim is to explore the student satisfaction factor on academic and learning processes in Islamic Higher Education and the degree of this satisfaction. Previous researchers have examined the direct correlationn between service quality and student satisfaction ((Ahili, Thani, and Afarinandehbin, 2012); (Asaduzzaman and Mahabubur, 2013); (Dib and Alnazer, 2013); (Hishamuddin, et.al, 2008); (Gruber, Voss, and Glaser, 2010); (Ming and Chich-Jen, 2006); (Malik, Danish, and Usman, 2010); (Sapri, Kaka, and Finch, 2009)). Another important recommendation is given by that service excellence develops a favorable image in the thoughts of students which afterwards dominates them to satisfaction (Osman and Saputra, 2019).

Students are considered to be the most crucial and key recipients of quality assurance in Islamic Higher Education. Continuous monitoring of their academic satisfaction is not only effective in their academic achievement, but also it refer to the preservation and survival of the universities in a competitive environment in the Revolution Industry 4.0. In fact, students are, on one side, the organizational members of a university, and, on the other hand, they receive university services, which at the same time are regarded as a kind of academic and learning product in Islamic Higher Education. Considering these features, students can be representatives of the effectiveness and usefulness of university

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education in the society. By taking these conditions into account, the quality of students' perceptions and academic performance and their role in ensuring the effectiveness and guaranteeing the survival of the university system in the environment is important, therefore, universities and higher education centers are required to practically seek to guarantee their survival in the environment by creating a reliable and supportive environment through the development of factors affecting academic satisfaction in order to satisfy students. That is why universities should be provided the needed information and effective measures on the factors affecting academic satisfaction (Shirazi, 2017).

II.   RESEARCH METHOD

Student satisfaction monitoring is based on studying student satisfaction feedback, which is a sign of successful performance for a higher educational institution (Shah, Nair, and Richardson, 2017). Student satisfaction on academic and learning processes feedback is defined as opinions of students about the service they receive as students. This may include perceptions about the learning and teaching, organization of the educational process, the learning support facilities, the learning environment (Harvey, 2003). International researchers agree that the student feedback, which is assiduously collected in higher education institutions, will contribute to continuous education quality improvement. Criteria for measuring satisfaction depend on the university. It is believed that academic and learning satisfaction is one of the crucial factors for the quality assurance in Islamic Higher Education (Shirazi, 2017).

Quality, as one of the key indicators of a successful higher education institution, is viewed here as a number of characteristics of an educational services, which result in the necessary skills and expertise gained by university graduates (Bonyushko and Semchenko, 2014). The quality assurance aspects that investigated in this research are tangibles, reliability, responsiveness, assurance, empathy and system information (Razinkina, 2018). When measuring quality, customer satisfaction with educational services serves as the main element, as establishments depend on their stakeholders, and they have to take into account their needs and interests, fulfill their requirements and try to exceed their expectations (Kotova, 2016).

In UIN Sunan Gunung Djati Bandung, student surveys are frequently twice in a year carried out as online and paper questionnaires comprehensively, which enables monitoring student satisfaction with education. The survey aimed to analyze the quality of educational programs offered at UIN Sunan Gunung Djati Bandung was conducted in 2016 to 2018. The student satisfaction surveys on academic and learning processes is carried out comprehensively on all aspects of service at UIN Sunan Gunung Djati Bandung, the aspects being assessed are:

1.   Tangible aspect (Educational Facilities - Lecture Tools, Teaching Media and Educational Infrastructure);

2.   Reliability Aspect (reliability of officials, lecturers, assistants, and student staff)

3.   Responsiveness Aspect (Response Attitude)

4.   Assurance Aspect (Treatment for Students)

5.   Empathy Aspects (Understanding the Student Interests)

6.   System Information Aspect (student interaction with technology in supporting learning programs)

III.   RESULTS AND DISCUSSION

To investigate and analyse a dataset, the descriptive statistics is carried out and then analysed. Thus, we do the first part of the descriptive statistics on the present features on the questionnaire and then testing the questionnaire's validity and reliability individually and then finally for all questionnaire. To analyse the student satisfaction on academic process and learning, it is essential that we calculate the aspects. That is, we first figure six aspects (tangibles, reliability, responsiveness, assurance, empathy and system information) on the student satisfaction. The results as follows:

1.   Tangible Aspect

a.   Validity test

With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the tangibles aspect is valid.

b.   Reliability test

The Cronbach's Alpha value is obtained = 0.839 > 0.6. Thus the tangibles aspect is highly reliable.

2.   Reliability Aspect

a.   Validity test

With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the realiability aspect is valid.

b.   Reliability test

The Cronbach's Alpha value is obtained = 0.902 > 0.6. Thus the tangibles aspect is highly reliable.

3.   Responsiveness test

a.   Validity test

With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the responsiveness aspect is valid.

b.   Reliability test

The Cronbach's Alpha value is obtained = 0.872 > 0.6. Thus the responsiveness aspect is highly reliable.

4.   Assurance aspect

a.   Validity test

With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the assurance aspect is valid.

b.   Reliability test

The Cronbach's Alpha value is obtained = 0.861 > 0.6. Thus the assurance aspect is highly reliable.

5.   Empathy Aspect

a.   Validity test

With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value > 0,1966. It means that each question in questionnaire for the empathy aspect is valid.

b.   Reliability test

The Cronbach's Alpha value is obtained = 0.881 > 0.6. Thus the empathy aspect is highly reliable.

6.   System Information Aspect

a.   Validity test

With N = 100 thus df = 98 and the level of significance for the two-tailed test is 0.05, the correlation value r of the table is 0.1966. Therefore the Pearson Correlation value $> 0,1966$. It means that each question in questionnaire for the system information aspect is valid.

b.   Reliability test

The Cronbach's Alpha value is obtained = 0.884 > 0.6. Thus the system information aspect is highly reliable.

Descriptive statistics are presented in the following sections.

1.   Tangible Aspect

The tangibles aspect assessment on the questionnaire consisted of eight questions. Based on research result, value that obtained is 2462, meaning that the assessment of the quality of the academic process and learning in the tangibles aspect by students of UIN Sunan Gunung Djati Bandung is enough.

2.   Reliability Aspect

The reliability aspect assessment on the questionnaire consisted of nine questions. Based on research result, value that obtained is 2998, meaning that the assessment of the quality of the academic process and learning in the reliability aspect by students of UIN Sunan Gunung Djati Bandung is enough.

3.   Responsiveness Aspect

The responsiveness aspect assessment on the questionnaire consisted of seven questions. Based on research result, value that obtained is 2228, meaning that the assessment of the quality of the academic process and learning in the responsiveness aspect by students of UIN Sunan Gunung Djati Bandung is enough.

4.   Assurance Aspect

The responsiveness aspect assessment on the questionnaire consisted of six questions. Based on research result, value that obtained is 1952, meaning that the assessment of the quality of the academic process and learning in the assurance aspect by students of UIN Sunan Gunung Djati Bandung is enough.

5.   Empathy Aspect

The empathy aspect assessment on the questionnaire consisted of six questions. Based on research result, value that obtained is 1873, meaning that the assessment of the quality of the academic process and learning in the empathy aspect by students of UIN Sunan Gunung Djati Bandung is enough.

6.   Information System Aspect

The information system aspect assessment on the questionnaire consisted of six questions. Based on research result, value that obtained is 1897, meaning that the assessment of the quality of the academic process and learning in the information system aspect by students of UIN Sunan Gunung Djati Bandung is enough.

Here, each dimension will be dealt withas, as follows. Tangible aspect is one of the students' academic satisfaction dimension. Therefore, it is very important that to provide a ground for gaining positive experiences by the students and this should be considered by the authorities. In this research, tangible aspect include classrooms are clean and neat, classroom is cool and comfortable, learning facilities available in the classrooms, UIN Sunan Gunung Djati Bandung library has a complete references collection, laboratories suitable with scientific needs for students, availability of textbooks at the UIN Sunan Gunung Djati Bandung library, the toilets are sufficient and clean, and worship facilities that can be used by students at UIN Sunan Gunung Djati Bandung.

Reliability aspect of lecturers and academic staff was the next dimension. A group of researchers believe that the lecturer' expertise and capabilities are among the factors affecting the academic satisfaction of learners. Meanwhile, paying special attention to students 'problems and expectations and having a respectful attitude towards them affects students' academic satisfaction (Shirazi, 2017). In this research, reliability aspect include clarity of teaching material given by lecturers, the time provided for discussion and question and answer, supplementary teaching materials given to students for supplement teaching material, the lecturer returns the results of the examination with an objective value, the lecturer arrived on time for teaching, lecturers suitable with their fields of expertise, lecturer makes Semester Learning Plan, the ability of academic staff to serve student administration, and quality of academic services to meet the interests of students.

Responsiveness aspect is the third dimension. Acknowledged that the integration of Islamic Higher Education leaders in academic settings and their interaction with students are the most significant factors on academic satisfaction that prevent the students to drop out of the university. In this research, responsiveness aspect include UIN Sunan Gunung Djati Bandung provides counseling guidance lecturers for students, scholarships for underprivileged students and outstanding students, helps students when facing academic problems, time for students' parents to consult, medical assistance for sick students, and insurance assistance for students who get an accident.

Then satisfaction with academic achievement and satisfaction with assurance aspect is another aspect of students' academic satisfaction. In this research, assurance aspect is treatment assurance of students include academic administrative staff are polite in providing services, student problems/ complaints handled by UIN Sunan Gunung Djati Bandung through Academic Advisors and counseling guidance lecturers, every exam/ assignment is always returned to the student, time is used effectively by lecturers in the academic and learning process, and sanctions for students who break the rules without exception.

Empathy aspect is the fifth dimension. Acknowledged that the understanding of student interests is the most significant factors on academic satisfaction. In this research, empathy aspect include UIN Sunan Gunung Djati Bandung's concern in understanding the interests and difficulties of students, the amount of the cost contribution (donation for institutional development) is discussed with the parents, UIN Sunan Gunung Djati Bandung monitors student progress through Academic Advisors and seeks to understand the interests and talents of students and strive to develop them, and lecturers are willing to help students who experience difficulties in academics/ subjects, lecturers being open, cooperative with students.

Students' satisfaction with the system information aspect was the last dimension in this research. In this research, student affairs system information aspect include UIN Sunan Gunung Djati Bandung provides learning system information in the form of learning guidebooks and academic information and non-academic services websites, information and services both academically and non-academically openly, provide a complaint service for students who have problems and give a positive response to every student complaint, and transparent in explaining the use of student funds.

The quality of the academic process and learning from six aspect according to the assessment of UIN Sunan Gunung Djati Bandung students based on the results of the questionnai/re are presented in Table 1.

Table 1. The Quality of the Academic Process and Learning in 2016 to 2018

No	Aspect	Criteria		
		2016	2017	2018
1	Tangible Aspect	Enough	Enough	Enough

		Enough	Enough	
2	Reliability Aspect	Enough	Enough	Good
3	Responsiveness Aspect	Enough	Good	Good
4	Assurance Aspect	Enough	Enough	Good
5	Empathy Aspect	Enough	Good	Good
6	System Information Aspect	Enough	Good	Good
	Sample	394	412	299

From the results of data analysis known that the level of student satisfaction with the academic and learning processes at Sunan Gunung Djati UIN Bandung, which is conducted every year, scores increase from year to year. The follow-up of the results of this analysis is used to improve quality assurance at Sunan Gunung Djati UIN Bandung in order to improve student satisfaction in the academic and learning processes, including improvements in facilities and infrastructure, rewards for students who excellent in academic and non-academic fields, and accessibility to information for university student.

The higher perception of program quality has established the higher satisfaction of students (Osman and Saputra, 2019). Reasonably, students are concern about program quality toward their higher education satisfaction. Recently, program quality in UIN Sunan Gunung Djati will be assessed through international accreditation and certification such as AIQA, AUN QA and ASIIN. These accreditations and certifications are carrying high value of program quality and open doors for internationally acceptable degree for equivalent program in the world. As a result, focusing on program quality is sufficient enough to satisfy students in another way. Leaders of higher education institutions need to think progressively and proactively to achieve internationally recognized seal of quality.

IV.   CONCLUSION

The authors concludes based on the given research make it possible to admit that the six aspect monitoring has justified expectations, as it has shown student satisfaction with Islamic Higher Education received at UIN Sunan Gunung Djati Bandung, and it has also highlighted some problem areas, as well as areas for further development. It is believed that academic and learning satisfaction is one of the important factors for the quality assurance in Islamic Higher Education. The validity value of six aspects are more than 0,1966 and the reliability value of six aspects are in the interval 0,839 – 0,902. The result showed that six aspects has the high validity and reliability in determining the quality assurance in Islamic higher education.

V.   REFERENCES

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